

Including INCLUSION

Report on promoting INCLUSION across all components and activities in the EU Education SWAp project (Part B)

Vlera Kastrati, Pristina, June 2010

Acronyms/Abbreviations

CBERP	Capacity Building and Education Reform Project (SIDA)
CE	Civic Education
CSN	Children with Special Needs
EC	European Commission
ECLO	European Commission Liaison Office
EMIS	Education Management Information System
EU	European Union
GTZ	Gesellschaft für Technische Zusammenarbeit (German Technical Cooperation)
IR	Inception Report
MEST	Ministry of Education, Science, and Technology
NGO	Non Governmental Organisation
RAE	Roma, Ashkali and Egyptian
RAO	Request for Administrative Order
SCTL	State Council for Teacher Licensing
SIDA	Swedish International Development Cooperation Agency
SN	Special Needs
SWAp	Sector-Wide Approach
TA	Technical assistance
ToR	Terms of Reference
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children’s Fund
VET	Vocational Educational Training
WB	World Bank

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1. Introduction

The report has been made at the request of EC funded project EU SWAP in Kosovo. The main purpose of this report is to raise awareness about and promote the inclusion across all the components and activities in the project of relevant cross-cutting issues relating to gender, minorities, the inclusion of persons with disabilities, environment and age. (Annex A. RAO and TOR).

The specific objectives of the mission were to:

- prepare a work plan to meet input objectives, including an indication of meetings and field visits required
- draft recommendations and an action plan to ensure the ToR Special Requirements are met across all Project components, in terms of awareness raising and the integration of equal opportunities and a fully inclusive approach to the implementation of the NCF and related teacher training courses, drawing on best international practice (e.g. UNDP)
- develop training courses and materials on inclusive education issues for relevant MEST and municipality staff for delivery by the local expert
- identify appropriate disaggregated indicators to help monitor and evaluate the implementation of the action plan across the project and in the work of MEST and Municipal Education Directorates (MEDs)
- work with other international and local counterparts as required in carrying out the above tasks
- carry out any additional tasks agreed with Key Expert 2 and/or the Team Leader
- prepare a report on activities carried out, including an evaluation of training and trainees¹; identify key issues and make recommendations for future inputs, and discuss with the International Expert, Key Expert 2 and/or the Team Leader before leaving Pristina.

The methodology of this report was mainly based on desk research of secondary sources – a review of existing literature on the topic and interviews and meetings with some of the key players. Additionally, it included school visits and classroom observations in the field. Work plan (Annex B) and Record of Meeting (Annex C).

Due to the limited number of days, the visits in the field did not aim for gathering of data, particularly since data provision varies in reports and statistics. Moreover, the analysis of adult education, pre-primary are only mentioned but not elaborated. Groups as displaced, returnees and migrants, gifted, environment, age and poverty are not included. This report, in all, presents only an introduction to the complexity of cross-cutting issues of inclusion in the Kosovo system of education.

The report is organised in two parts. This part of the report, Part B focuses on children with special needs (CSN), vocational education and training (VET), and teacher education.

2. Executive Summary

2.1 Main issues

Due to division of the report in two parts, part B covers in **its first part** one vulnerable group - children with special need and their inclusion in all the levels of education. In **the second part**, it

¹ Note that no training was scheduled during the input period, therefore this objective cannot be met.

covers VET as a specific level of education and looks at inclusion from the perspective of all groups. In **the third part**, it reviews teacher education and inclusion. It tries to answer the following questions; what are the main challenges on inclusion of CSN; what are the main issues on inclusion and VET provision; what are the main issues on teacher education (in-service and pre-service) and inclusion.

The first part – CSN – describes the process of integration of CSN in the education system. It addresses the issue of the concept and presence of inclusive education in the legislation and the implementation. It concludes the following:

- Concept of education of CSN varies in legislation.
- Educational community, particularly in municipal and school level are not familiarised with the concept and legislation.
- The implementation of legislation is not taking place.
- Monitoring and evaluation mechanism are not set and applied.
- Budget is not allocated for legislation implementation.

The report continues with the analysis of the data and attendance to review data on overall attendance, level, out of school groups, drop-out, minorities, girls, advancement and performance. It concludes the following:

- Access of CSN is increasing
- Sub-groups (girls, RAE, poor) within CSN remain vulnerable and excluded.
- Pre-school level has almost no access.
- Pre-primary has a very low attendance.
- VET and adult education offer no data on access.
- Drop-out data not offered.
- Lack of systematic follow up of advancement of CSN in regular classes.
- Out of school CSN percentage remains relatively high.

Furthermore, it describes the situation of the present curriculum in schools and CSN findings that it hardly matches their needs and interests. Additionally, it touches upon the new reform in NCF and IPE. It concludes the following:

- The applied curriculum does not address the needs of CSN.
- Textbooks are not adjusted to the needs of CSN.
- Assessments, both internal and external prove to be difficult and inapplicable to CSN.
- IPE is applied sporadically in special schools, attached classes and inclusive classes

The second part of the report on VET and inclusion shows that VET fails to be perceived as a level for inclusion of vulnerable groups. It concludes the following:

- Data do not provide any evidence on inclusion due to lack of disaggregation
- The focus of donors and organisations on VET reform do not prioritise inclusion neither in curricula, profiles and competencies nor in teacher training.

- Few VET profiles are sporadically organised in special schools.
- CSN, girls, RAE have little or no access in VET.
- Bosnians and Turks are paid more attention in curriculum and language.

The third part analysis shows that teacher education and training provision was unsystematically organised was not followed by a training information management system in MEST. Inclusive in-service training was offered by many organisations sporadically and pre-service training covers inclusion with few courses with particular focus on CSN. It concludes the following:

- Unsystematically, in service training covered inclusion (particularly CSN) but the application in the classrooms was not followed or measured
- Pre-service education covers inclusion (particularly CSN), accommodates Bosnians and Turkish but not to the satisfactory level
- Pre – service education has little focus on girls, RAE and no focus for teachers of resource centres

2.2 Recommendations (responsibility):

Harmonization of laws and strategies on inclusive education on all levels of education as well as a reviewing and a redefining of the concept to be less homogenous and more encompassing in relation to vulnerable groups (MEST central and municipal level – SWAP component 1).

Development of monitoring and evaluation mechanism to follow the implementation of policies on inclusive education in all levels. Particular attention to be given to the implementation and monitoring of the Inclusion of CSN and the Individual Educational Plan (MEST central and municipal level – SWAP component 1).

Development and sustainability of a better cooperation and network on data collection among MEST/MEDs and other ministries (Health, Labour and Social Welfare etc) as well as different NGOs (Handikos, Down Syndrome etc) for a better data provision and disaggregation and a comprehensive information on the situation of vulnerable groups (MEST, EMIS) .

Development of indicators/standards of inclusion to be applied in different implementation stages of New Curriculum Framework as well as development of mechanisms to follow the implementation and measure learning outcomes (NCF, SWAP component 2).

Continuous development of competences at the municipal level in the process of decentralization and the increased competencies of the municipal officials on inclusive education. Development of a capacity building training program, activity monitoring and reporting coupled with manuals on inclusive education (MEST, SWAP component 1).

Promotion and improvement of access and participation of vulnerable groups in VET through the introduction of positive discrimination quota and adjustment of the new curriculum reform (individual learning plans) and teacher training to increase attendance in VET schools and in centres of competence, particularly since upper secondary education is to be mandatory (MEST, SWAP component 2 and 3).

Raising awareness on the inclusion of vulnerable groups in VET of the existing National Qualification Authority and Council for Vocational Education and Training, both in a national level to undertake measures and initiate inclusion in their committees and action plans (MEST, Division of VET, SWAP Component 1).

Planning and development of an inclusive education training program for teachers of all levels on inclusive education in line with teacher licensing process by SCTL. Inclusion standards to be included in the standards for professional practice and key competencies in the training programs corresponding with the requirements coming out of NCF (MEST training unit, SWAP component 3).

Conducting a more in-depth study on inclusive education with particular focus on compulsory education (1-12) and in all levels and provision to understand further the participation, performance and advancement of vulnerable groups in education (SWAP).

2. Key concepts

Looking at education through inclusive lens implies a shift from seeing the child as the problem to seeing the education system as the problem (UNESCO)

Inclusive education in the case of Kosovo is often linked to access and little or no attention is given to participation, performance and advancement in practice. Moreover, inclusion in education, more often than not is linked to education of CSN neglecting other special sub-groups in special needs such as girls or RAE and other vulnerable groups. In simple terms, inclusion fails to address and respond to the diverse needs of all children, beyond one group and/or merging different sub-groups.

The World Declaration on Education for All, adopted in Jomtien, Thailand (1990) sets an overall vision aiming at “universalizing access to education for all children, youth and adults and promoting equity... Inclusive education is a process of strengthening the capacity of the education system to reach out to all learners and can thus be understood as a key strategy to achieve EFA ... it should guide all educational policies and practices, starting from the fact that education is a basic human right and the foundation for a more just and equal society².”

In the World Conference on Special Needs Education, Access and Quality in Spain in 1994 mentions that special needs education cannot be developed in isolation but it should be a part of an overall educational strategy, and indeed, of new social and economic policies. It should aim for a major reform of the ordinary school. It was also stated “regular schools with (an) inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system”³. Thus, inclusion is seen as a process of addressing and meeting the wide range of different needs of all children, youth and adults through increased participation in learning, cultures and communities and decreasing and eliminating exclusion within and from education.

² UNESCO. 1994. “The Salamanca Statement and Framework for Action on Special Needs Education. Paris, UNESCO/Ministry of Education”

³ UNESCO. 1994. “The Salamanca Statement and Framework for Action on Special Needs Education. Paris, UNESCO/Ministry of Education”

3. Inclusion of Children with Special Needs

3.1 Present situation

Living in difficult conditions and stigmatized by society, adults and children with special needs still experience exclusion in every sector of the society. Similarly, their access to education remains problematic; nonetheless inclusion of CSN in education is one of the ongoing processes in the education system of Kosovo.

The concept of inclusive education in Kosovo is developed to avoid segregation and provide education to CSN within the mainstream education system. Initially, only special schools accommodated CSN. On time the concept of attached classes was implemented to be developed further in inclusive classes. The attached classes aim to deliver quality education to CSN but also assist in their integration in regular classes. The special schools still accommodate a large percentage of CSN in school with mental disabilities or mixed disabilities. Their aim is to integrate CSN to attached or regular classes, to supply quality education and consultation services to regular schools by being transformed to resource centres.

Various agencies and MEST have been working together toward a better inclusion of CSN in the system of education. FSDEK has been particularly engaged in the inclusion of CSN offering capacity building to approximately 130 experts in the one and half year program in its first and second stage, MA studies on inclusive education to 15 other students and PhD studies to 2 students. HANDIKOS, a local NGO, focuses on the promotion, prevention and service provision as well as full recognition and participation of persons with disabilities in the society. Spread through its network of community centres in 25 municipalities, their activities vary from awareness raising and identification of persons with disabilities to participation in policy making in the government. The number of NGOs involved in the issue of inclusive education of CSN is increasing and the activities are wider (ANNEX D, 1. Organizations and activities for education of CSN)

3.2 Legislation on inclusive education of CSN

Inclusive education is present in legislation but its description varies in the use of the term and its content. Very often, the term is identified by one group, particularly children with special need, drop-outs or RAE community leaving little room for inter-groups, sub-groups or even multi-groups. The limitation of the concept, moreover, has implication in the understanding and application of policies. Laws state the following:

The **Law on Pre School Education** nr 02/L-25 refers to special education of slow children and children with feeling impairments, physical impairment, learning impairment, social-emotional impairment, and communication disorders. Article 6 states “the pre-school education is the right for all children including those with special needs which will be carried out in compliance with this Law and sub legal acts. ***Children with special needs*** include children with mental impairment, blind, visual impairment, deaf and hearing impairment, children with speech impairment, children with motorized impairment, and emotional and behaviour difficulties, children with combined impairments, and other children in risk of being in an unfavourable education position, in need of separate instruction with added professional assistance, or special program”.

In the **Law on Primary and Secondary Education 2002/19 (v)** “**Special Education**” means the education for the children with difficulties in learning that have the need for **special education** (article 1, Definitions). The inclusion of children with special needs is foreseen also in the **Law on Adult Education and Training 2005/43** (Chapter 3, article 21) mentions the development of educational programs that should include among others the **adults with special needs**. **Law on Vocational Education and Training** (article 11) foresees that curriculum for vocational education and training develops a professional curriculum that takes into account the development of programs for **children with special needs**. Similarly, the assessment and learning outcomes should take into account the special circumstances for children with special needs (chapter IX, article 27).

The Strategy for the Development of Pre-University Education 2007 - 2017 outlines the objective on all-inclusiveness, equity, and respect of diversity in education including **children with special needs** and foresees measures and indicators for **inclusive education**.

Strategic Plan for Organizing Inclusive Education for CHILDREN WITH SPECIAL NEEDS in Pre-University Education in Kosovo 2010-2015, to be approved yet, defines **special education** as “ the learning process planned to respond to educational needs of children with special educational needs according to their development” (terminology, p.20). Its objectives include identification and increase of inclusion of **children with special needs**; provision and strengthening of support mechanisms for inclusive schools; professional development of educational personnel; improvement of infrastructure and awareness rising on inclusive education.

National Plan on Disabilities 2009 -2019 definitions states “**persons with disabilities** include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.” The main objectives on education list creating equal opportunities for persons with disabilities in the educational system, implementing legislation in the educational field for persons with disabilities, ensuring an inclusive education system in preschool institutions, professional development programs about **inclusive education** for teachers and people involved in educational system and improving competences on disability at the municipal level.

The Constitution of the Republic of Kosovo 2008 in article 47 states “Every person enjoys the right to free basic education. Mandatory education is regulated by law and funded by public funds... Public institutions shall ensure equal opportunities to education for everyone in accordance with their specific abilities and needs” (Annex D, 2. Summary of laws and strategies on inclusion).

The inclusion of CSN in education is present in legislation but the awareness is limited among ministry officials in all levels and all departments/units (beside Human Rights and Special Needs) as well as school directors and teachers, particularly as a concept (varying in the legislation and application). In spite of inclusion of inclusive education in legislation, in the schools there are very few evidences of implementation of legislation. Moreover, proper monitoring and evaluation mechanisms are not in place to evaluate the impact of inclusive policies in relation to the children in the classroom.

In all, there is no mechanism for monitoring and application of laws in the system, little evidence of familiarity with laws, no accountability system in place and a lack of clarity on the concept particularly in municipality and school level. It is under the competencies of MEST central level to follow the implementation of the inclusive education at the moment. By the new Law on Education in Municipalities, however, the competencies will be handed to the municipal level. There are, moreover, very few surveys, research and/or evaluation done to measure the implementation of inclusive education policies.

3.3 Data and accessibility

Data on children with special needs are not consistent. A study shows that the overall number of people with disabilities in Kosovo are estimated to be 150 000 and the vast majority of them more than 80% have no access to schools⁴. Another study claims that the number of children with special needs can be from 55 000 to 70 000⁵. In the academic year 2009, 1081 are in schools, including Serbian children. Out of 1081, 511 are in special schools and 570 in attached classes. The number of special schools is 7 and attached classes 67 Kosovo wide.

In a study by HANDIKOS, the findings show that 550 CSN have been identified to be out of school. It was found that 80% of this number did not attend due to their disabilities and lack of transportation, not a proper supportive infrastructure at school or difficulties in learning. The other 10% stated that will attend school in 2010 and the other 10% other economical difficulties. Other reasons mentioned in the study include low cognitive behaviour, distance to school, poverty, cultural reasons- stigma against girls – parental low educational background and low learning outcomes at school.

Although the estimates show having a large number of CSN out of school, there has been a significant increase in access over the years. Only during the academic year 2009/2010, the number has increased by 30% (from 909 – 1179)⁶. A comparison of EMIS data between the academic year 2006-2007 and 2009-2010 shows that the total number of CSN in the education system in Kosovo (kindergarten to grade 12) has increased from 420 to 947.

However, regardless of the overall increase of access, there are sub-groups that remain excluded within CSN. INCLUSION of girls remains lower than boys and access lowers by upper grades. Data shows that in 2006/07, out of 420 CSN in school, 156 (37, 1%) are girls and in 2009/10 out of 947, 353 (37%) are girls suggesting that access of girls is lower. It is also necessary to point out that there has been a little focus on the INCLUSION of girls with special needs in studies and reports on special needs. In visits to MEDS, school directors, and HANDIKOS officials mentioned that the decision to take the boy or girl with special needs to school always prioritizes the boy.

There is no data on the drop-out rates of children with special need or particular subgroups. A tracking system to follow transition to regular classes is not applied. Various interviewees in this study mentioned that there are 40 -45 children who progressed from attached classes to the regular

⁴Price-Rom et al 2009 "Assessment of Basic Education/Pre-University Education in Kosovo"

⁵ Moshe & Berdyna 2009: "Justice Denied: The state of Education of Children with Special Needs in Post-Conflict Kosovo"

⁶ MEST 2010 "Strategic Plan for Organizing Inclusive Education for Children with Special Educational Needs in Pre-University Education in Kosovo 2010-2015"

classes. There have been, nonetheless, many cases of the return to attached classes although not followed by quantitative evidence.

There is no data on the access of children of special needs of other ethnic groups by level. It was mentioned in various interviews that Turkish and Bosnian children are included and Serbs are attending the special school in Mitrovica, following Serbia Educational System. One, however, can suggest that RAE community is the least included since one quarter of all RAE has no access to primary education and approximately 78% of females and 62% of males are out of classrooms in secondary education.⁷

Furthermore, disaggregated data on the level of disabilities of CSN is provided only in a national level. However, the regional evaluation teams established with the aim to evaluate the disabilities were not functional, as foreseen by law. Thus, children evaluation remains the responsibility of parents, school directors, school psychologist or even the teachers.

The inconsistency in data of CSN in and out of school comes as a result of a lack of population census since 1981. EMIS database system provides limited data and there is little progress in disaggregation of data. There is no effort, moreover, to build cooperation on data sharing among NGOs and MEST and NGOs. Specific NGOs like Down syndrome has data on the cases of Down syndrome or Handikos on physical disabilities and mixed disabilities but sharing of data is not practiced. Additionally, the inter-ministerial (MLSW, MH) collaboration on data for CSN is also nonexistent.

The data offer a picture of an increase in participation but there are gaps due to the lack of disaggregated data to identify problems, advantages and disadvantages, dropouts, performance or even advancement, as well as other marginalized subgroups. There is a significant gap in data gathering and disaggregation that prevents evidence based identification of problems on inclusiveness and issues related to cross-cutting. Nevertheless, the inclusion of CSN is still not satisfactory and needs further attention and improvement.

3.4 Levels of education and accessibility

Access of CSN to education varies among different levels of education. In a comparison of EMIS data from 2006/07 to 2009/10. In the preschool level, in 2006/07, there have been 7 children (4 boys and 3 girls) of the group age 3-4 and none of the group age 4-5. In 2009/10 there are 5 boys with special needs in school of the age group 4-5, none for 3-4. The pre-primary level of education has increased from 14 to 16 but still remaining significantly low. The fact that preschool education is not yet mandatory – although foreseen to be so in the next academic year, it is difficult to include CSN due to the lack of obligation and economic barriers (payment, transport). However, it is crucial to initiate education of CSN from the pre-school level. Primary education has an increase from 163 to 452 followed by lower secondary from 147 to 464 and upper secondary from 89 to 97. Vocational education and adult education provide no data on access of children/adults with special needs⁸. Moreover, as mentioned by HANDIKOS and MEDs, the access of CSN is particularly lower in poor rural areas. The data provided are disaggregated by schools and attached classes but not by

⁷ Moshe & Berdyna 2009: "Justice Denied: The state of Education of CSN in Post-Conflict Kosovo"

⁸ EMIS 2009-2010 "Kosovo Education Statistics MEST" & EMIS 2006-2007 "Kosovo Education Statistics MEST"

municipalities. One can conclude though that the smallest number is in economically deprived areas where decisions to take CSN to school is more difficult.

One can conclude that pre-school level almost no access of CSN; pre-primary has a very low attendance; there is no data on access of CSN on VET and adult education offer no data on access; drop-out data are not offered; there is no systematic follow up of inclusion of CSN in regular classes and there is a high percentage of CSN out of school.

3.5 Curriculum Development and Implementation on CSN

The requirements for inclusive education in schools imply development of ways of teaching that responds to the various individual needs of all children. The inclusive curriculum should address the cognitive, emotional, social and creative development. It aims to include gender, cultural identity, special needs and language into consideration. The curriculum should be accessible and flexible and it should break negative stereotypes not only in textbooks but also teachers' attitudes. It should, above all, provide possibilities and stimulate teachers to adjust curriculum to the individual needs of the child to match their abilities, needs and learning styles.⁹

The curriculum reform in Kosovo was firstly initiated in 2001 resulted with a Curriculum Framework that served as a guideline for curriculum change, although never officially approved. The framework was used for development of subject curricula, learning plans, learning outcomes and competencies, CSN and more in all levels of pre-university education. It was evaluated as a great theoretical and conceptual framework for further implementation¹⁰; however its implementation proved to be problematic for Kosovo schools. The curriculum development had no evaluation of previous curriculum, a small and homogenous group of curriculum developers, lacked piloting stage, and lacked support to school and above all lacked budget for implementation. The implementation of curriculum, moreover, was not systematically monitored inside the classrooms. With the removal of the position of the pedagogues and the replacement of their role with regional officers of education or school directors, implementation was vaguely followed. An accountability system, moreover, was not set and implemented¹¹.

The curriculum, above all, was not adjusted to CSN according to a recent study¹². This is particularly evident during the visits in the field, class observation and communication to the teachers where traditional teaching and learning persists. The sporadic adaptation of the curriculum to meet the needs of each child relies on individual teachers, very often with limited training and information.

The norm on traditional methods, moreover, is preserved due to the difficult conditions of work, low motivation, lack of information and capacities, large number of children in classes, lack of didactic and pedagogical equipments. Classrooms, as a rule, are mainly equipped with a blackboard and a chalk Kosovo wide. Even access wise, schools are still not all equipped with ramps and let alone

⁹ UNESCO. 1994. *The Salamanca Statement and Framework for Action on Special Needs Education*. Paris, UNESCO/Ministry of Education

¹⁰ Peffers et al., (2005) *Planprogramet kombetare ne Kosove, Vleresimi i hapave te pare*

¹¹ Kastrati et al., (2006) *"Arsimi Bazik Cilesorne Funksionte Zhvillimit Njerezor – Kurrikuli dhe Tekstet Mesimore"*

¹² Price-Rom et al 2009 *"Assesment of Basic-Education/Pre-University Education in Kosovo"*

appropriate toilets facilities for CSN. The number of children per class is still large reaching up to 40 children per class.

Textbooks, moreover, remain one of the main and most important tools for the curriculum implementation in vast majority of schools. No studies are available to audit the adjustment of textbooks to CSN, however, visits show that the textbooks are still overly theoretical and overloaded with information leaving little room for practical skills. Findings from the visits to the pilot inclusive schools and conversations to teachers show that both in inclusive classrooms and attached classrooms, the support for teachers to develop the curriculum to the needs of CSN is still limited.

Even at present, when a large number of teachers have been exposed to some sort of training on inclusive education and CSN, the insufficient ongoing training, lack of manuals or guidelines, missing support on individual educational plan, the lack of diagnosis of the child (abilities and disabilities), lack of proper working conditions, lack of specialised psychologist in school prevent the adaption of curriculum to CSN. There are cases, however, where teachers are supported by the school coordinator (in pilot schools), school director, psychologist and itinerant teachers, but very rare. Very few teachers share their experiences beyond their school network. Resource centres, moreover, are still not organised to offer sufficient assistance despite the fact that their role is seen in this direction.

Assessment as an important part of inclusive education remains problematic in implementation. The structured grading system is not applicable in for all CSN and teachers need to adopt themselves methods to assess specific learning outcomes. Some teachers develop a written evaluation or a portfolio but this is still an exception rather than a rule. External assessment on the other side does not accommodate cases of mild disabilities for 9th grade and Matura exam besides the fact that it is foreseen in the administrative instruction on Criteria for the Achievements of Candidates with Special Needs (No. 10/2009).

In its consultation stage, the New Curriculum Framework defines education “to help students to cultivate their local, ethnic and national identity through the interdependencies of today’s world”. It shifts from content – based to a competency -based approach and its main principles are learner-centred teaching and learning and inclusion, competency based approaches, integrated teaching and learning, flexibility and mobility as well as transparency and accountability¹³. Despite its fast planning, without any prior evaluation on the implementation of the previous curriculum framework, its implementation should consider inclusion as a cross-cutting issue (detailed review provided in report part A).

In the meantime, the Individual Plan for Children with disabilities is developed as a pedagogical document for Education of CSN. Although not yet approved, the individual plan sets the educational objectives, learning objectives, methodologies and techniques of teaching and learning, resources, the individualized subject content, assessment methods, responsibly persons for the development and implementation of IPE and the monitoring and review of the plan. Foreseen to be developed for each child individually, the plan should be developed by a team of experts, teachers and the full

¹³ MEST 2010 “Curriculum Framework for Primary, Secondary and Post-Secondary Education”

participation of the parent as an additional part of the school planning and evaluated by the municipal evaluation¹⁴.

IPE is being piloted at 3 schools. In the visit to a pilot school of inclusive education, the attempts were visible only in attached classrooms. The staff was qualified with post-graduate studies (MA) in inclusive education. But still, the teacher mentions that they have also little information on the disabilities of children (lack of proper evaluation) to match the curriculum to the child's skills. The rest of the teachers, with lower degrees, mentioned that they needed more support and capacity building. There were no structured efforts to implement individual education plan in the inclusive classes due to the big number of students and the lack of an assistant or itinerant teacher. Although the assistant to the main teacher was present in a regular class, the assistant is not hired by MEST but by paid by parents. Itinerant teachers supporting inclusive education in regular classes are 6 at present. The hiring of itinerant teachers from resource centres to assist teachers in the regular schools proves to be difficult too, mainly due to budget restrictions.

While the NCF is in the process of consultation and the IPE in the process of being approved, its implementation should reflect its content. The previous attempts to reform curriculum resulted with almost no implementation due to unrealistic planning but also limited capacities in central, municipal and school level. Moreover, the interventions in implementation, particularly on inclusive education are costly and require budget allocation. The percentage of CSN may be smaller, nonetheless, the expenses for inclusion of CSN are very high in order to implement the policies and meet their requirement. Inclusive education of CSN has limited budget allocation of up to 1.5 % of the MEST budget¹⁵ (Annex D. 4 List of Budget allocation for CSN in MEST).

4. Inclusive Education in Vocational Education and Training

Vocational education is organized in three levels. First level includes the grade 10+11. This level offers a basic qualification and enables the employment at the labour market as a semi qualified worker. The second level, a continuity of the first level, includes grade 12 and a student is employed as a qualified worker at the labour market. In these two first levels a student is a qualified worker ready for the labour market, but not for academic preparation and studies in the university. The concept of the 13th grade offered students two possibilities: 1) to enter the vocational Matura exam and apply to the university and 2) to get the third level of the qualification which provides better chances for employment and entering the fourth level or qualification as a Technician. The 13th grade, however, from the next academic year is removed from both general and vocational education.

Out of 142 secondary schools, 56 are secondary vocational schools and VET accommodates 58 988 (56, 7%) of the overall number of students 104 053 in upper secondary education¹⁶. The data on access to vocational schools are not disaggregated, thus offering only the overall number of students

¹⁴ MEST 2010 "Guideline for the Implementation of the Individual Plan of Education for CSN"

¹⁵ Moshe & Berdyna 2009: "Justice Denied: The state of Education of CSN in Post-Conflict Kosovo"

¹⁶ EMIS 2009-2010 "Kosovo Education Statistics-MEST"

by profiles, schools and gender. The largest attendance in VET is on technical and economical schools. However, further disaggregation for access to VET schools such as vulnerable groups, drop-out rates, achievements in VET is not provided¹⁷. The vocational education' programs offer approximately 107 profiles mostly in occupational fields of technical, economics and medical vocational schools. Most of them lead to rather narrow specializations, little practical skills due to poor school infrastructure and facilities, curriculum and teaching, teacher training and proper equipments¹⁸.

The focus of many donor organisations, agencies and MEST in the reform of VET is focused on linking VET to the labour market. The attention to profiles and school curricula reform aims to match the labour market needs and companies with content and student competencies. National Qualification Framework (NQF), National Qualification Agency (NQA) and Council for Vocational Education and Training (CVET) are also in the agenda of the government on VET reforms, although in their early stage of development. The reform of VET, above all, is aiming to address and increase the employability, however, the relations between VET and companies, particularly with the new economy, remain weak, curricula is still focused on narrow occupational profiles, teaching and learning methodologies continues to be traditional in the vast majority of schools. The Framework for School Based VET and the draft Action Plan of School Based Vocational Education and Training in Kosovo 2009-2011 identifies priorities on teacher training in VET, textbooks and teaching materials, curricula, management and financing and infrastructure and presents a plan of action to achieve objectives as identified. Law on VET suggests profiles and learning outcomes to adjust to needs of the students. VET legislation is not an exception; its planned objectives and activities are partially implemented.

Studies and visits to the schools show that CSN have three choices on VET profiles in special school for children with mental disabilities Lef Nosi. There are 22 trained in the profile of textile but also there is a planned profile on car washing. In Peja, the special school for children with hearing impairments trains 15 students for physical therapy and in Prizren, the school for children with hearing impairments is training 28 students in the profile of mechanics, computer and textile¹⁹. Special school Perparimi in Pristina, is offering the profile of horticulture to the students with mental disabilities. During the visits, school directors and teachers were positive toward the training of students with disabilities in the vocational education as they develop easier practical skills, perform better and have higher chance of employment. However, these are small steps. The employment of CSN remains the lowest in the labour market.

The inclusion of girls in VET proves to be problematic not only in the context of access but also the gender biased profiles offered in the schools. Access of girls in the all upper secondary schools is 45% according to EMIS and it is estimated that 28% do not finish secondary education. Human Development Report ETF suggests that only one in two girls attends secondary education which is the lowest access in Europe. Young women participation in occupational profiles is hampered due to male- dominated and gender stereotyped occupational profiles²⁰. Women experience higher

¹⁷ EMIS 2009-2010 "Kosovo Education Statistics MEST"

¹⁸ Kastrati, V., 2007 "Vocational Education and Training and Life Long Learning in Kosovo"

¹⁹ OECD 2007 "Educational Policies for Students at Risk and those with Disabilities in South Eastern Europe- Kosovo"

²⁰ Kita, L. 2008 "HRD country analysis Kosovo"

unemployment rates than men and the rate increases, particularly in technical fields²¹. Minorities, except Serbs, are included in upper secondary level, but little can be said about their attendance in VET due to lack of data. Additionally, RAE faces difficulties in access to education by low or late attendance and high drop-out rates, which is reflected also in VET. RAE have the highest drop-out tendencies, particularly RAE girls²². Little, however, can be said on participation, performance or even advancement within the time frame of the report since the quantitative evidence is missing.

Inclusion in VET is not listed high by the organisations and agencies involved in VET reform. The wide range of international development organisations and agencies such as GTZ, KOSVET, Danida, ADA, SwissContact, Lux Development, intervene in the sector to improve the quality of VET, with little or no attention to access, participation and performance of vulnerable groups. Curricula development was done in Bosnian and Turkish language. In interviews with organisation representatives, it was recognised that girls, CSN, were not the focus. Even in various evaluation studies, there is little focus on the vulnerable groups but equal opportunity and access and gender mainstreaming is recognized as a challenge for VET (KOSVET 6)²³. Although Law on Vocational Education and Training foresees professional curricula and assessment and learning outcomes to meet the needs of CSN (chapter IX, article 27), no such attempts are made. One identifying activity was the girls' day organized by GTZ, a career guidance that aims to familiarize girls with different profiles and practical skills in companies with a day. (ANNEX D. 5 List of organisations/agencies on VET).

With the new developments of Centers of Competence, now in the process of development, the concept of VET is upgraded. Seven Centers of Competences, foreseen to have financial autonomy and advanced VET provision, aim for a better link of labour market with the profiles. They also offer additional modules for adults, mixed competences, career guidance, training and more but without attention to inclusion, according to VET officials. INCLUSION viewed as a peripheral issue, is seen as the responsibility of the Unit of Human Rights or Unit of CSN.

In all, a more thorough investigation of VET and inclusive education is needed within the scope of inclusive education. At present, there is little inclusion of different vulnerable groups reflected in its policies but also implementation. Moreover, VET from the next academic year becomes obligatory so measures to increase inclusion become a necessity for the system.

5. Inclusive Education and Teacher Training

In the recent post-war years in Kosovo, in-service teacher training on inclusive education was identified as a need and conducted by many local and international organisations such as KEC, KEDP, FSDEK, Catholic Relief Services, UNICEF, Save the Children, etc. The training on inclusive education is mostly focused on education of CSN. FSDEK being the biggest training organisation has covered a wide range of educators and administrators, particularly in special schools and attached classes.

²¹ Kosovo Program for Gender Equality 2008-2013

²² Riinvest, 2009 "Non-Formal Education in Kosovo Survey and Analysis of the drop-outs from compulsory and upper secondary education in Kosovo"

²³ GTZ 2009 : Monitoring Report On The Implementation Of The Gtz-Revised Curricula For Grade 10 And Grade 11

Save the Children has covered training of kindergarten teachers and Handikos has offered training to teachers, parents and other health professionals. It is believed that out of 17 500 primary teachers, 8 000 have been exposed to some sort of training in special needs²⁴. Other training on inclusive education was offered by KEC (30 local trainers), KEDP (Learner Centred Instructions 10 000 teachers), and in service Teacher Training Program and more. The unsystematic in-service training, mostly donor driven, was not followed by MEST due to the lack of training information management system. The different numbers provided, in most of the cases, do not add to the overall number of trained persons due to overlap of number of teachers in trainings of different organisations. Moreover, there is no follow up or measurement of the application of training in classrooms. Training in general and inclusive training in particular was not standardized, teacher qualifications were not recognised and systematic application was not applied.

Pre-service education, on the other hand, is organised in the faculty of Education and offers BA (class teacher) in pre-school and primary as well as (subject teachers) in lower secondary education. Additionally, it offers MA in inclusive education. A recent study shows that although the courses on inclusive education are offered and there are minimum five courses for every program in the Faculty of Education. The same study suggests that despite the courses offered, most of faculty is educated in the former system that impacts their teaching.²⁵ Bosnian and Turkish community are integrated in teacher education in minority languages (grade 1-5). There is one required course and two elective courses in education of CSN. No training is provided for teachers of resource centres/special schools²⁶. The length of the program between Faculty of Education and other faculties differ on the length of programs (some 4 and some 3 years) and professional and practical training of teachers.

To set the criteria for quality assurance in teaching in Kosovo, the **Framework of Standards for Professional Practice for Teachers in Kosovo (article 2.10)** was approved. It focuses on inclusion through equal rights and opportunities regardless of gender, ethnicity, religious as well as CSN and those with learning difficulties and talented. Another important administrative instruction is the **Standards for Pre-Service Teacher Training Programs** that sets requirements for programs and requirements for study programs that include diverse environments, human rights, rights of children and skills and knowledge for CSN. To manage the licensing process, MEST approved the administrative instruction on Teacher Licensing (No. 16/2008) and established the **State Council of Teacher Licensing (SCTL)**. There are foreseen procedures for beginner teachers and promotion to regular license teachers in four groups: career teacher, advanced teacher, mentor teacher and meritorious teacher. SCTL is responsible for development of frameworks, policies, strategies and accreditation, capacity building program, standards for teaching (professional practice) and standards for the preparation of new teachers among others.

To have inclusion as a cross-cutting issue in the teacher training process, it is important to have inclusion indicators in the capacity building program for teacher licensing. It should be reflected in the development of new frameworks/policies for teacher licensing by SCTL. Particularly, inclusion

²⁴ Moshe & Berdyna 2009 "Justice Denied: The state of Education of CSN in Post-Conflict Kosovo"

²⁵ Hima et al., 2009 "Mapping Policies and Practices for the Preparation of Teachers for Inclusive Education in Contexts of Social and Cultural Diversity".

²⁶ Detailed information on two studies: Saqipi and Mula 2010 "Teacher Education Sub-Sector" and Hima et al 2009 "Mapping Policies and Practices for the Preparation of Teachers for Inclusive Education in Context of Social and Cultural Diversity"

standard should be listed among standards for professional practice and preparation of new teachers. It should also be a part of teacher key competencies in the training programmes. This process should also harmonise with the new requirements for teacher capacity building coming out of NCF. Moreover, inclusion in the study program of higher education should be in line with the in-service teacher training to make the two complementary. Additionally, with the competencies will be handed over from the central to municipal level based on the Law on Education in Municipalities, inclusion training should aim for municipal officials and school directors.

6. Recommendations

Harmonization of laws and strategies on inclusive education on all levels of education as well as a reviewing and a redefining of the concept to be less homogenous and more encompassing in relation to vulnerable groups. Reach a consensus around the concept of inclusive education by either a common national concept or a borrowed/international one in line with international conventions and declarations to avoid the limitation of the term (to one group) as well as explain and clarify its complexity to the educational community, governmental and non-governmental persons, policy-makers and all relevant stakeholders. There is a need for a comparison and harmonization of laws and strategies on inclusive education on all levels of education as well as a reviewing and a redefining of the concept in a new or the present draft regulations such as Law on Pre-University Education, Strategic Plan for Education 2010 – 2015 and New Curriculum Framework.

Development of monitoring and evaluation mechanism to follow the implementation of policies on inclusive education in all levels. Particular attention to be given to the implementation and monitoring of the Inclusion of CSN and the Individual Educational Plan. The introduction of effective monitoring and evaluation systems is essential to ensure serious follow-up to specific actions required to address the problems faced by vulnerable groups as well as ensuring effective implementation of important strategies and initiatives.

Development and sustainability of a better cooperation and network on data collection among MEST/MEDs and other ministries (Health, Labour and Social Welfare etc) as well as different NGOs (Handikos, Down Syndrome etc) for a better data provision and disaggregation and a comprehensive information on the situation of vulnerable groups. **Data** provide a limited information on inclusion of marginalized groups in education particularly children with special needs, RAE, drop-outs and more and it is difficult to have a realistic perception of the situation and identification of issues that drive interventions and policies. While EMIS is in the process of being developed and upgraded by the support of WB and UNICEF, it is recommended particularly in municipal and school level, to develop cooperation among NGOs, ministries, municipalities and schools as well as other stakeholders to present a clearer picture on inclusive education and out of school children.

Development of indicators/standards of inclusion to be applied in different implementation stages of New Curriculum Framework as well as development of mechanisms to follow the implementation and measure learning outcomes. Since NCF is going through a process of consultation, inclusiveness and indicators of inclusion should be discussed and included in its planning.

Continuous development of competences at the municipal level in the process of decentralization and the increased competencies of the municipal officials on inclusive education. Development of a capacity building training program, activity monitoring and reporting coupled with manuals on inclusive education.

Promotion and improvement of access and participation of vulnerable groups in VET through the introduction of positive discrimination quota and adjustment of the new curriculum reform (individual learning plans) and teacher training to increase attendance in VET schools and in centres of competence, particularly since upper secondary education is to be mandatory. MEST should initiate VET profiles to include and accommodate the identified marginalized groups in line with labour market needs. The profiles should aim for higher practical skills and specific competences to improve access in education of marginalized groups as children with special needs, girls, vulnerable ethnic groups, persons from remote and rural area, and persons from poor and economically deprived areas as well as increase their employment opportunities.

Raising awareness on the inclusion of vulnerable groups in VET of the existing National Qualification Authority and Council for Vocational Education and Training, both in a national level to undertake measures and initiate inclusion in their committees and action plans.

Planning and development of an inclusive education training program for teachers of all levels on inclusive education in line with teacher licensing process by SCTL. Inclusion standards to be included in the standards for professional practice and key competencies in the training programs corresponding with the requirements coming out of NCF.

Conducting a more in-depth study on inclusive education with particular focus on compulsory education (1-12) and in all levels and provision to understand further the participation, performance and advancement of vulnerable groups in education.

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Annexes

Annex A

1. RAO / TOR for non-key international expert for cross-cutting issues

REQUEST FOR ADMINISTRATIVE ORDER

TERMS OF REFERENCE

Project name: EU-SWAP FOR EDUCATION Support to the Implementation of the Sector-wide Approach in Education

Contract No: 2009/217-665

1. REQUESTED SERVICE

With reference to the ToR (Special Requirements Section 8.2) and Section 3.5 of the Inception Report (Mainstreaming cross-cutting issues) we request the approval of VLERA KASTRATI as a short-term non-key junior expert for CROSS-CUTTING ISSUES to support the short-term international expert in raising awareness about, and promoting the INCLUSION in the project of relevant cross-cutting issues relating to gender, minorities, the INCLUSION of persons with disabilities, environment and age. The dimension of minority INCLUSION, equal opportunity and gender equality, in particular, will be integrated in all levels of the project and will be a joint responsibility of the Contractor and the beneficiary. This will contribute to establishing a suitable foundation for the mainstream of cross-cutting issues, especially gender equality, in the future.

VLERA KASTRATI's CV and statement of exclusivity and availability are also attached.

2. BACKGROUND

The EU SWAP for EDUCATION Project supports the Kosovo government's efforts to improve the quality and efficiency of the provision of education and training services, notably pre-university education, in a lifelong learning and employability perspective, in line with the agreed upon sector-wide approach (SWAp) for education, and in accordance with EU standards.

3. DESCRIPTION OF THE ASSIGNMENT

a) Beneficiaries

Direct beneficiary: MEST

Indirect beneficiaries: MEST technical units; Kosovo Council for Curricula, Textbooks, and Assessment; Sate Council for Teacher Licensing, municipal education departments, local curriculum developers, non-majority communities, children with disabilities, NGOs working in the field of INCLUSION, as well as the student and teaching population in Kosovo.

b) Specific objectives of the mission

The Junior STE will **assist** the Senior STE to carry out tasks related to the ToR special requirements (8.2) and the relevant Inception Report section 3.5 (see Annex 1), the Project's overall objectives and purposes and relevant activities from all components, reporting to Key Expert 2, Senior Expert for Teacher Training Development or, in his absence, the Team Leader, as follows:

- i) provide logistical support as required to arrange and facilitate meetings and provide interpretation/translation for such meetings
- ii) provide training for relevant MEST and Municipality staff on inclusive education and non-discrimination in education
- iii) identify appropriate disaggregated indicators to help monitor and evaluate the implementation of the action plan across the project and in the work of MEST and the Municipal Education Departments (MEDs);
- iv) work together with the MEST Minority and Special Educational Needs Unit as well as with NGOs representing minority and discriminated groups in these activities;
- v) work with other international and national counterparts as required in carrying out the above tasks
- vi) carry out any additional tasks agreed with Key Expert 2 and/or the Team Leader
- vii) prepare other reports as required on activities carried out, evaluation of training and trainees, issues and recommendations and an indicative work plan for future inputs, and discuss with the senior Expert, Key Expert 2 and/or the Team Leader before leaving Pristina.

d) Expected Results

The expert will contribute to the achievement of the following project results:

- An action plan for integrating cross-cutting issues across all project components, including specifically the implementation of the new Kosovo Curriculum Framework and related teacher training;
- Integration of minority INCLUSION, equal opportunity and gender equality issues in all project activities, activity monitoring and reporting and in the capacity building, training, instruments and tools to be used by MEST and the MEDs and the education system in Kosovo more generally;
- Raised awareness in MEST, MEDs and other project counterparts about cross-cutting issues relating to gender, minorities, the INCLUSION of persons with disabilities, environment and age.
- Increase the priority and attention given to minority, disability and inclusive education issues in the work of MEST
- Build relationships and direct involvement of relevant stakeholders and NGOs representing minorities and discriminated groups into the project activities and into the mainstream consultation process of MEST and the MEDS;

4. EXPERT PROFILE

Required academic/professional qualifications, training and experience

- Minimum of 5 preferably 8 years of general professional experience
- Minimum of 3 years' specific experience in the related areas

This should cover as a minimum the following areas:

- Education research experience on INCLUSION issues
- Experience of working with MEST and NGOs
- Experience of designing and delivering training courses

Competencies/skills

- Proficient in English (written and spoken)
- Excellent communication and analytical skills
- Proficient in report drafting
- Excellent team working abilities
- Good IT skills and confidence/proficiency in all main Microsoft packages
- Attention to detail and accuracy
- Ability to work under pressure and solve problems.

Name of proposed expert: VLERA KASTRATI

5. LOCATION AND DURATION

Consultant	From	To	Working days	Location
VLERA KASTRATI	1 May 2010	30 June 2010	30	Kosovo

6. REPORTING

At the end of each mission, the expert will be required to deliver a brief mission report, setting out the following issues:

- Objectives
- Main activities carried out
- Brief evaluation of the training and the trainees
- Outputs produced and results obtained
- Recommendations for further improvement

ANNEX 1 TOR 8.2 SPECIAL REQUIREMENTS

As indicated the project should also be used as a platform to raise awareness about, and promote the INCLUSION in the project of relevant cross-cutting issues relating to gender, minorities, the INCLUSION of persons with disabilities, environment and age. The dimension of minority INCLUSION, equal opportunity and gender equality, in particular, will be integrated in all levels of the project and will be a joint responsibility of the Contractor and the beneficiary. This will contribute to establishing a suitable foundation for the mainstream of cross-cutting issues, especially gender equality, in the

future. The approach should follow the gender guidelines of the Gender Toolkit published on the EuropeAid website.

ANNEX 2 EXTRACT FROM INCEPTION REPORT FEBRUARY 2010

Mainstreaming of cross cutting issues

As indicated in the ToR, the Ahtisaari proposal allows for self-government in Serb majority municipalities (Section 1.3); in addition the ToR highlight the particularly disadvantaged RAE communities, children and persons with disabilities in terms of access to the education system (Section 1.4 and Section 4.1.3). The EU Project (Section 8.2, Special Requirements), as a whole will be used as a means of raising awareness about, and promoting relevant cross-cutting issues and INCLUSION in its broadest sense, including all issues related to gender and social equity, non-majority communities, as well as children with special educational needs (including the gifted) and those with specific physical disabilities. The dimension of equal access to quality education will be integrated at all levels of the project and will be a joint responsibility of the consortium and MEST. This will have the effect of contributing to the establishment of a suitable foundation for the mainstreaming of cross-cutting issues, especially gender and social equity issues, in the future. The project will follow the gender guidelines in the Gender Toolkit published on the EuropeAid website, but will also take into account the gender mainstreaming strategy developed by UNDP.

Cross cutting issues

Local authorities and development partners must integrate into their work a number of system-wide issues: gender and social equity issues, INCLUSION (in its broadest sense, not exclusively special needs education), child rights, minority communities, and so on. As has already been widely acknowledged (including by the Millennium Development Goals), education is a fundamental right of all children and that has to be taken very seriously in order to provide equal access to quality education and to provide learning opportunities which allow all students to develop to their maximum potential. UNICEF is working with MEST to develop education indicators in line with those of UNESCO and these will be reviewed and utilised ensure that Kosovo is meeting, or approaching, international and European performance standards.

INCLUSION

The issue of INCLUSION is still seen as an issue of participation and special needs education in Kosovo. However, UNICEF (primarily through the Child Friendly Schools initiative), the Kosovo Education Center (KEC) with its projects such as Social Justice, and also MEST, and with the Finnish Support to the Development of the Education in Kosovo project (FSDEK) have done a great deal to promote an inclusive philosophy and approach through both educational policies and practices. Individual learning plans, learner-centred instruction, differentiated learning, learning to respect diversity, intercultural and multicultural education and so on, are becoming more common in the education sector, but will need further support and development in the context of the new NCF.

The EU Education SWAp Project has an important role to play in strengthening INCLUSION in all three components through:

- the process of curriculum development
- SCCTA and SCTL policies
- support and capacity building at municipal and school level.

As part of the INCLUSION agenda, the project can play an important role in helping to develop social cohesion, respect of human rights, and the mainstreaming of gender issues in all its activities and in the curriculum and teacher development process.

Annex B. Workplan

Date / main focus	Days	Janet Raynor	Activities undertaken jointly	Vlera Kastrati	Days
WB 6 th May Orientation	2	<ul style="list-style-type: none"> Briefing meetings Meetings with key stakeholder (see detailed list) 	<ul style="list-style-type: none"> Meetings with key stakeholder (see detailed list) Document collection and review Initial planning session JR and VK; meetings continued throughout joint consultancy period 		1
WB 11 th May ²⁷ Fact-finding	4	<ul style="list-style-type: none"> Review of statistical data relating to disadvantaged groups Meetings with key stakeholder (see detailed list below) Drafting work plan 	<ul style="list-style-type: none"> Meetings with key stakeholder (see detailed list) Document collection and review Attend opening day of 'The week of education for CSN' Review of gender issues 	<ul style="list-style-type: none"> (Throughout) provide logistical support as required to arrange and facilitate meetings Provide interpretation/translation for such meetings Assist in drafting work plan 	4
WB 17 th May Field visits	5	<ul style="list-style-type: none"> Submit work plan Review of non-majority language issues Preparation for field visits Collect 'baseline' data (qualitative and quantitative) 	<ul style="list-style-type: none"> Meetings with key stakeholder (see detailed list) Document collection and review Field trip to Peja (Municipality officials / schools – including school for visually impaired students, and those serving Serb, Bosniak and RAE communities. Headteacher, 	<ul style="list-style-type: none"> Review of minority and special needs issues Preparation and facilitation for the field trips Collection of qualitative and quantitative data 	4

²⁷ Public holiday 10th May

Date / main focus	Days	Janet Raynor	Activities undertaken jointly	Vlera Kastrati	Days
			<p>teachers and students)</p> <ul style="list-style-type: none"> Field trip to Dragashi (Municipality officials / schools – including school with attached classes for CSN, and those serving Kosovo Gorani communities. Headteacher, teachers and students) 		
WB 24 th May OVIs	5	<ul style="list-style-type: none"> Identify appropriate disaggregated indicators to help monitor and evaluate the implementation of the action plan across the project and in the work of MEST and Municipal Education Directorates Identify appropriate disaggregated indicators to help monitor and evaluate the INCLUSION of cross-cutting issues across the SWAP project Planning for renewal of ‘INCLUSION forum’ 	<ul style="list-style-type: none"> Meetings with key stakeholder (see detailed list) Document collection and review Review existing training – at all levels - related to cross-cutting issues Re-examination of Inception Report and activities Review of progress, and revision to work plan as needed 	<ul style="list-style-type: none"> Assisting international consultant on identification of appropriate disaggregated indicators to help monitor and evaluate the implementation of the action plan Assisting in planning the renewal for the inclusion Forum Collecting data and information on in-service and pre-service teacher training Collecting data and information on VET 	3
WB 31 st May Identifying training	5	<ul style="list-style-type: none"> Draft recommendations and an action plan to ensure the ToR Special Requirements are met 	<ul style="list-style-type: none"> Meetings with key stakeholder (see detailed list) Document collection and review 	<ul style="list-style-type: none"> Collaborate with JR on training materials, work on translation Assist in the training courses and 	3

Date / main focus	Days	Janet Raynor	Activities undertaken jointly	Vlera Kastrati	Days
needs, planning materials		<p>across all Project components</p> <ul style="list-style-type: none"> Develop training courses and materials on inclusive education issues for relevant MEST and municipality staff Draft training materials to be integrated into all planned SWAP training 	<ul style="list-style-type: none"> Draft ideas for action plan 	<p>materials relevant for MEST and MED training</p> <ul style="list-style-type: none"> Collecting further information and data on pre-service and in-service teacher training 	
WB 7 th June Materials development	5	<ul style="list-style-type: none"> Work on draft report on activities carried out, including an evaluation of training and trainees; identify key issues and make recommendations for future inputs. Preparation of feedback on Strategic Plan 2010-2015 Preparation of feedback on the CBERP capacity-building survey 	<ul style="list-style-type: none"> Meetings with key stakeholder (see detailed list) Identify issues ,content and prepare inputs for MEST INCLUSION workshop, 17th June²⁸ Work on training materials, and ‘INCLUSION one-pagers’ 	<ul style="list-style-type: none"> Work together with the MEST Minority and Special Educational Needs Unit as well as with NGOs representing minority and discriminated groups in these activities Work on draft report Assist JR on drafting the recommendation and action plan to meet TOR requirements 	5
WB 15 th June ²⁹	4	<ul style="list-style-type: none"> Work on draft report Discuss draft report with the 	<ul style="list-style-type: none"> Meetings with key stakeholder (see detailed list) 	<ul style="list-style-type: none"> Work on draft report 	5

²⁸ Workshop cancelled because of overlap of activities in other sub-sectors

²⁹ Public holiday 14th June

Date / main focus	Days	Janet Raynor	Activities undertaken jointly	Vlera Kastrati	Days
Feedback / report preparation		<p>International Expert, Key Expert 2 and/or the Team Leader before leaving Pristina</p> <ul style="list-style-type: none"> Prepare final report 	<ul style="list-style-type: none"> Continued preparation of training materials Distribution of coverage in final reports Review of 'INCLUSION one-pagers' 		
WB 22 nd June Finalisation of the report				<ul style="list-style-type: none"> Prepare other reports as required on activities carried out, evaluation of training and trainees, issues and recommendations and an indicative work plan for future inputs, and discuss with the senior Expert, Key Expert 2 and/or the Team Leader before leaving Pristina Finalise report 	5
Total days	30				30

Annex C. Record of meetings

Date	Contact	Institution	Focus
May 7 th	Janet Raynor	EU SWAP	Initial meeting
May 7 th	Luljeta Demjaha, local expert	(various)	Kosovo Curriculum Framework
May 7 th	Blerim Saqipi, Key Contact For Teacher Development	(various)	Teacher development
May 11 th	Moshe Landsman (author of 'Denied Justice...')	Kosovo Centre for advancement of children	Special needs
May 11 th	Rujke Gashi, Advocacy Officer	Kosovo Association of the Deaf	Special needs
May 14 th	Enver Mekolli	MEST	EMIS
May 14 th	Fatime Jasiqi, officer for Gender Equality, Human Rights Unit	MEST	Gender, cross-cutting issues
May 17	Ahmet Kryeziu, Country Director Rudina Ademi Shaka, Programme Officer	SC	ECE, INCLUSION activities
May 18 th	Mustafa Kadriu	MEST	Monitoring and assessment
May 18 th	Fatmir Elezi	MEST	Monitoring and assessment (stats)
May 18 th	Jocelyne Talbot, Senior Gender Advisor	UNDP	Gender
May 19 th	Hajri Ramadani, Director	Municipality, Dragash	Local issues, inc Gorani community, special needs, gender
May 19 th	School Secretary, Ruzhdi Berisha secondary school, plus teachers	School, Dragash	Local issues
May 20 th	Ilir Kelmendi, Director	Municipality, Peja	Local issues, inc disadvantaged groups
May 20 th	Xhavit Kastrati, Director, plus staff involved in the production of teaching and learning materials	School for the blind and partially sighted, Peja	Special needs education
May 20 th	Naman ALiaj Headteacher	Shkolla fillore Xhemajl Kada, Peja	Local issues, inc RAE
May 24 th	Richard Webber	EU SWAP	Cross-cutting issues and the KCF
May 24 th	Lulavere Behluli	MEST	SEN / CCI
May 25 th	Johannes Wedening Kozeta Imami, Education Officer Arijeta Gjokolli, Programme Assistant Data management	UNICEF	CCIs: data, lifeskills, gender, communities, capacity

Date	Contact	Institution	Focus
	Dren Rexha, social policy / lifeskills		
	Christophe Pradier, Policy Advisor / Community Rights Ronald Hooghiemstra, Head, Community Rights	ICO	Minority Support in Ahtisaari Context / Serb curriculum
May 26 th	Halim Hyseni , Head of Division for development of training programs Melinda Mula, Teacher Training	KEC	INSETT
May 27 th	Sade Osmani, Senior Advisor, SEN Gazmend Shatri, SEN	MEST / UoJ	CSN, capacity building
June 3 rd	Shqipe Krasniqi, CEO Edi Gusia, Chief, monitoring and assessment	Agency of Gender Equality	KPGE, especially Objective 2: education
June 4 th	Enesa Kadiq, Head	MEST	Division for Communities (inc. gender in communities)
June 4 th	Flora Macula	UNIFEM	Gender and security
June 8 th	Hysnije Jasiqi School Director Ismajl Qemajli Saranda Shatri, incl. assistant Hatixhe Zogaj ,teacher Teuta Bytyqi , teacher	Pilot school	Inclusive Education, attached, inclusive classes
June 9 th	Berta Hamza Deputy Manager (VET) Fatime Qosaj	GTZ UNDP	VET and inclusion HIV/AIDS group
June 11 th	Eda Vula	Faculty of education	Training, Inclusion in the UP
June 16 th	Ismije Potera School Principal	Special School Perparimi	Inclusive education
June 17 th	Valbona Mjeku Head of VET Sector Ryve Prekorogja VET officer	MEST	VET and Inclusive Education
June 18 th	Afrim Maliqi	Handikos	Training, data on CSN, activities

Annex D. Organizations/agencies and their focus on CSN

Name	Target for Support
MEST	All frameworks dealing with CSN, mostly in formal frameworks
MEDs	Some direct work with families of CSN
CSWs	At-risk children from poor or multi-problem families
UNICEF	Local and international organizations dealing with children with special need
HandiKOS	People with all kinds of handicaps, their parents and teachers. Other service providers
Save the Children	Mostly preschool and young children. Direct implementation of inclusive programs
KEC	Schools and institutions of higher education
FSDEK	The education system at all levels
Parents Councils	Schools and municipalities, depending on who elects them
Hader	Children with severe disabilities and their parents
Down Syndrome Association	Children with Down Syndrome and their parents
TEMA	CSN, parents and teachers
Care International	Roma, Ashkali, Egyptian communities
Balkan Sunflowers	Roma, Ashkali, Egyptian communities
SOS Kinderdorf	At-risk or disintegrated families
QPEA	Teachers and Faculty/Department of Education, counseling

Year	Special needs Education (euros)	% of Education
2000	638,816	1
2001	458,372	0.7
2002	815,501	1.2
2003	955,531	1.1
2004/5	1,112,098	1.2
2006	1,338,368	1.3
2007	1,310,809	1.2

Annex E. List of budget allocation for inclusive education on CSN in MEST

Annex E. Budget on Education of CSN per year

Annex F. Organizations/agencies and focus on VET

Organization	Projects
BMUKK – Kultur Kontakt Austria	<ul style="list-style-type: none"> • Policy dialogue, strategic planning, sector reform • Teacher capacity building & incentives • Infrastructure improvements • Entrepreneurship education; practice films • Textbook/training material development
DANIDA	<ul style="list-style-type: none"> • Policy dialogue, strategic planning, sector reform • Teacher capacity building & incentives • Job fairs, career orientation, internships • Entrepreneurship education; practice films • Standards, Certification, Accreditation • Curricula development/modularization • Textbook/training material development • Non-formal education
DVV International	<ul style="list-style-type: none"> • Policy dialogue, strategic planning, sector reform • Teacher capacity building & incentives • Curricula development/modularization • Textbook/training material development • Non-formal education
ECLO	<ul style="list-style-type: none"> • Empowerment of Roma, Ashkali and Egyptian Communities in Kosovo
EU Education SWAP Project	<ul style="list-style-type: none"> • Policy dialogue, strategic planning, sector reform
GTZ	<ul style="list-style-type: none"> • Financing reforms/budgeting • Skills gap analyses; RNA/labor market information • Job fairs, career orientation, internships • Entrepreneurship education; practice films • Standards, Certification, Accreditation • Textbook/training material development • School management improvements • Monitoring systems; QMS • Assessment
KOSVET 5	<ul style="list-style-type: none"> • Standards, Certification, Accreditation
KOSVET 6	<ul style="list-style-type: none"> • Teacher capacity building & incentives • Job fairs, career orientation, internships • Entrepreneurship education; practice films • Standards, Certification, Accreditation
Lux Development	<ul style="list-style-type: none"> • Teacher capacity building & incentives • Infrastructure improvements • Curricula development/modularization • School management improvements
Swisscontact	<ul style="list-style-type: none"> • Teacher capacity building & incentives • Infrastructure improvements

Annex G. One Pagers – Law and Strategies Summary

1. Constitution of the Republic of Kosovo (extracts)

Article 3 [Equality Before the Law]

1. The Republic of Kosovo is a **multi-ethnic society** consisting of Albanian and other Communities, governed democratically with full respect for the rule of law through its legislative, executive and judicial institutions.

2. The exercise of public authority in the Republic of Kosovo shall be based upon the **principles of equality of all individuals** before the law and with full respect for internationally recognized fundamental human rights and freedoms, as well as **protection of the rights of and participation by all Communities** and their members.

Article 7 [Values]

1. The constitutional order of the Republic of Kosovo is based on the principles of freedom, peace, democracy, **equality**, respect for human rights and freedoms and the rule of law, **non-discrimination**, the right to property, the protection of environment, **social justice**, pluralism, separation of state powers, and a market economy.

2. The Republic of Kosovo ensures **gender equality as a fundamental value** for the democratic development of the society, providing equal opportunities for both female and male participation in the political, economic, social, cultural and other areas of societal life.

Article 22 [Direct Applicability of International Agreements and Instruments]

Human rights and fundamental freedoms guaranteed by the following international agreements and instruments are guaranteed by this Constitution, are directly applicable in the Republic of Kosovo and, in the case of conflict, have priority over provisions of laws and other acts of public institutions:

- (1) Universal Declaration of **Human Rights**;
- (2) European Convention for the Protection of **Human Rights** and Fundamental Freedoms and its Protocols;
- (3) International Covenant on **Civil and Political Rights** and its Protocols;
- (4) Council of Europe Framework Convention for the **Protection of National Minorities**;
- (5) Convention on the Elimination of All Forms of **Racial Discrimination**;
- (6) Convention on the Elimination of All Forms of **Discrimination Against Women**;
- (7) Convention on the **Rights of the Child**;
- (8) Convention against **Torture and Other Cruel, Inhumane or Degrading Treatment or Punishment**;

Article 24 [Equality Before the Law]

1. **All are equal before the law.** Everyone enjoys the right to equal legal protection without discrimination.
2. **No one shall be discriminated against on grounds of race, color, gender, language, religion, political or other opinion, national or social origin, relation to any community, property, economic and social condition, sexual orientation, birth, disability or other personal status.**
3. Principles of equal legal protection shall not prevent the imposition of **measures necessary to protect and advance the rights of individuals and groups who are in unequal positions.** Such measures shall be applied only until the purposes for which they are imposed have been fulfilled.

Article 47 [Right to Education]

1. Every person enjoys **the right to free basic education.** Mandatory education is regulated by law and funded by public funds.
2. Public institutions shall ensure **equal opportunities to education for everyone in accordance with their specific abilities and needs.**

Article 59 [Rights of Communities and their Members]

Members of communities shall have the right, individually or in community, to:

- (1) **express, maintain and develop their culture** and preserve the essential elements of their identity, namely their religion, language, traditions and culture;
- (2) **receive public education in one of the official languages** of the Republic of Kosovo of their choice at all levels;
- (3) **receive pre-school, primary and secondary public education, in their own language to the extent prescribed by law,** with the thresholds for establishing specific classes or schools for this purpose being lower than normally stipulated for educational institutions;
- (4) establish and manage their own private educational and training establishments for which public financial assistance may be granted, in accordance with the law and international standards; ...

Article 71 [Qualification and Gender Equality]

1. Every citizen of the Republic of Kosovo who is eighteen (18) years or older and meets the legal criteria is eligible to become a candidate for the Assembly.
2. The composition of the Assembly of Kosovo shall **respect internationally recognized principles of gender equality.**

Article 81 [Legislation of Vital Interest]

1. The following laws shall require for their adoption, amendment or repeal both the majority of the Assembly deputies present and voting and the majority of the Assembly deputies present and voting holding seats reserved or guaranteed for representatives of Communities that are not in the majority:
 - (1) **Laws changing municipal boundaries, establishing or abolishing municipalities, defining the scope of powers of municipalities and their participation in intermunicipal and cross-border relations;**

(2) Laws implementing the **rights of Communities** and their members, other than those set forth in the Constitution;

(3) **Laws on the use of language**; ...

(7) **Laws on education**; ...

Article 101 [Civil Service]

1. The composition of the civil service shall **reflect the diversity of the people of Kosovo** and take into account **internationally recognized principles of gender equality**.

2. Monitoring implementation of United Nations, Security Council Resolution 1325

Protecting and respecting the rights of women and girls

(Kosovo Women's Network 2009: 54-55)

3.1 Education

Despite their rights guaranteed by law, women continue to lack equal access to education. Kosovar women are still **three times more likely to be illiterate than men**. While girls and boys attend preschool, primary school, and lower secondary school at similar levels, more girls than boys tend to drop out after the first nine (previously eight) years of mandatory education. **Girls living in rural areas are the most at risk of discontinuing their education early**. Roma, Ashkali, and Egyptian (RAE) children, particularly girls, also have a greater tendency to drop out. Issues preventing women from attending school include insufficient finances, a need to work, and the long distance to school. The insufficient number of schools creates further obstacles.

UNICEF has cooperated closely with the Ministry for Education, Science and Technology (MEST) to offer a Women's Literacy Program and to undertake efforts toward encouraging children, **particularly girls and RAE**, to return to school after discontinuing their education early. Media campaigns, debates, and other activities on how to decrease the number of girls dropping out early have also been organized. With support from UNICEF, MEST has included an optional "Life Skills" course in the eighth grade, which includes modules **dealing with gender stereotypes, gender roles, trafficking**, communications skills, and cooperation.

Still, **fostering a more gender equal society through the curricula taught in schools remains a challenge**. **Schoolbooks tend to stereotype the social roles of women and men**. "It would be good to introduce Resolution 1325 as part of the curricula, since occasional lectures are not enough," said Virgjina Dumnica, the gender focal point at UNDP. **"It would be good to make gender part of curricula since gender roles are created first in the family, and if the family is not able to provide some other form of education, then we should teach students the proper way in school."**

Monitoring of teachers and their treatment of children of different genders is also important.

As part of the European Partnership Action Plan (EPAP) for 2008, the Government of Kosovo is responsible for *"Allocation of at least 5% of the national budget for education and improvement of literacy in women,"* but has yet to make such a commitment. Evidence exists that women with low levels of education tend to lack influence in decision-making, which can impact other areas of their lives. According to Shemsi Krasniqi, a sociologist, the education of women is essential for

establishing gender equality. It will not only empower women, but their entire family and community as well. **Despite some small steps, it is clear that more strategies are needed to promote the human rights of women in education.**

Kosovo Women's Network (2009). Monitoring Implementation of United Nations Security Council Resolution 1325 in Kosova. Pristina, Kosovo Women's Network: 92.

3. The Ahtisaari Plan (extracts)

Comprehensive proposal for the Kosovo status settlement (UNSC 2007)

Article 1: General Principles

1.1 Kosovo shall be a multi-ethnic society, which shall govern itself democratically, and with full respect for the rule of law. through its legislative, executive, and judicial institutions.

1.2 The exercise of public authority in Kosovo shall be based upon the equality of all citizens and respect for the highest level of internationally recognized human rights and fundamental freedoms, as well as the promotion and protection of the rights and contributions of all its Communities and their members.

1.6 The official languages of Kosovo shall be Albanian and Serbian.

1.9 Kosovo shall cooperate fully with all entities involved in the implementation of and undertake all obligations under this Settlement. Kosovo and the Republic of Serbia are encouraged to cooperate in good faith on issues pertinent to the implementation and realization of the terms of this Settlement.

Article 2: Human Rights and Fundamental Freedoms

The Settlement provides that Kosovo must uphold, promote and protect internationally recognized human rights and fundamental freedoms.

All persons in Kosovo are entitled to these rights and freedoms without discrimination of any kind. All persons in Kosovo are equal before the law, and are entitled, without discrimination, to equal protection of the law.

Article 3: Rights of Communities and their Members

Under the Settlement, Kosovo must guarantee the protection of the national or ethnic, cultural, linguistic and religious identity of all Communities and their members.

Members of Communities will have specific rights, in addition to their human rights and fundamental freedoms, including the right to freely express, foster and develop their identity and Community attributes. In accordance with applicable laws and international standards, members of Communities will, for example, have the right to:

Receive public education in one of the official languages of Kosovo of their choice at all levels or in their own language where they constitute a sufficient majority;

Establish and manage private educational and training establishments;

Use their language and alphabet freely in private and in public;

Use their language and alphabet in their relations with public authorities in areas where they represent a sufficient share of the population;

Use and display Community symbols;

Personal names registered in their original form;

Guaranteed access to and representation in public broadcast media as well as programming in their language; create and use their own media and the use of a reserved number of frequencies for electronic media;

Enjoy unhindered contacts amongst themselves within Kosovo and with persons in any States.

Members of Communities will also have clear roles in the public affairs of and decision-making processes in Kosovo, including guaranteed representation in the Assembly, the Government, and judiciary.

Article 4: Refugees and Internally Displaced Persons

The Settlement also provides for the right of all refugees and internally displaced persons from Kosovo to return and reclaim their property and personal possessions in accordance with Kosovo and international law.

Article 5: Missing Persons

The Settlement calls upon both Kosovo and the Republic of Serbia to take necessary measures to determine and provide information regarding the identities, whereabouts and fates of missing persons, in full cooperation with the International Committee of the Red Cross and other international partners.

UNSC (2007). Comprehensive Proposal for the Kosovo Status Settlement Pristina, United Nations Security Council: 61.

4. Kosovo Program for Gender Equality 2008-2013

Vision- Starting from 2008, Kosovo will be the country where all citizens (women and men) will have the possibility to participate in equal manners in the decision-making, equal rights for education, employment, free and equal access in all public services so they can enjoy the results of their work.

The objectives of this document are:

- 1) to analyze the existing situation of women and men in Kosovo, while considering the path of short and medium-term phenomena, and their influence on the fight against poverty;
- 2) to identify the possibilities of action, including the policies and institutions in service of gender equality;
- 3) to identify spheres for intervention and offer recommendations for policies, programs, and measures to be undertaken for solving problems and confronting the challenges posed by the fight against poverty and the social and economic development of the country;
- 4) to draft, as precisely as possible, a budget that would be a mechanism for the government for achieving these objectives.

This program will aid the Institutions of the Government of Kosovo with the aim of:

- Addressing issues of gender equality (historic, economic, social, cultural, and political),
- Building capacities for all-inclusive decision-making,
- Securing a rational and evenly balanced distribution of human, material, and financial resources,
- Drafting an action plan.

OBJECTIVES AND SUB-OBJECTIVES

Strategic objective 1 Spreading of values and practices that promote gender equality, protection of rights and woman empowerment

Sub-objective 1 Implementation, monitoring and periodic evaluation of the implementation of KPGE, LGE and other documents through a frame of indicators and public information on achievements and challenges

Strategic objective 2 Increase of access for women and girls to qualitative education

Sub-objective 1 Increase of indicators of registration, attendance and advancement in compulsory education

Sub-objective 2 Improvement of school curricula that promote gender equality

Sub-objective 3 Improvement of women participation in teaching, planning and managing of education

Sub-objective 4 Strengthening of institutional and programmatic capacities of MEST to integrate effectively issues of gender equality in planning, implementation and monitoring of strategy of education objectives.

Strategic objective 3 Improvement of women and girls health by increasing the response of health system towards their health needs

Sub-objective 1 to ensure that health policies and programs respond to difference of sexes and health needs of both sexes.

Sub-objective 2 To increase the knowledge and understanding of women and men health and of their health needs

Sub-objective 3 To support and ensure full and equal access for women and men in all levels of service in the health system

Strategic objective 4 Economic empowerment of women and girls

Sub-objective 1 Increase of the number of women entrepreneurs through giving of opportunities for more access to property, capital and loans.

Sub-objective 2 Up to 2010 improvement of indicators for the participation of women in economy

Strategic objective 5 Improvement of social situation of women on risk through increase of access towards qualitative social services

Sub-objective 1 Support for poor families with social assistance by categorizing them according to social problems they have by giving priority to families with women as head of family.

Sub-objective 2 Increase of municipal services for women with social problems

Strategic objective 6 Improvement of labor indicators for women and girls

Sub-objective 1 Up to 2010 improvement of labor indicators, participation in the labor force, reduction of level of unemployment for women, improvement of employment structure.

Sub-objective 2 to encourage employment through increase of vocational institutions and it's expanding in rural areas.

Sub-objective 3 Reduction up to 50%³⁰ of the number of people who live in extreme poverty up to year 2015

Strategic objective 7 Improvement of women image in media, culture and sports

Sub-objective 1 Improvement of women image in media, culture and sports through promotion of successful women

Sub-objective 2 To overthrow gender stereotypes through policies of media institutions and media products.

Strategic objective 8 To achieve equal participation of both sexes in decision-making for all important issues in the society

Sub-objective 1 To implement (precisely) LGE

Sub-objective 2 to harmonize laws and other provisions with LGE and with international standards that promote and encourage gender equality in decision-making

Sub-objective 3 To draft strategies for increase in the number of women in decision-making from rural areas and women minorities

Sub-objective 4 Encouragement of women for their participation in decision-making

5. Kosovo Curriculum Framework (extracts)

The new Kosovo context: The right to education is guaranteed for every citizen by Kosovo's Constitution and other applicable laws, where public institutions ensure equal opportunities for everyone in accordance with their abilities and needs.

Education for democratic citizenship should be provided with specific attention to the multi-ethnic and multi-cultural character of Kosovo society, so as to enable students to deal constructively and positively with issues of difference; and to cultivate and respect their own rights and the rights of others... This entails the promotion within Kosovo of values and practices associated with inclusion, democratic citizenship and Human Rights in the context of public, professional and private lives.

Learner-centred teaching and learning and inclusion: The Curriculum Framework reflects a rights-based approach to education in line with Human Rights and Children's Rights values and practices. It

takes into account learners' individual situations and needs and aims to contribute to the development of the whole child/learner and to the realisation of cohesive and just communities/societies...

... In compliance with **MEST's language policy**, learners are given the opportunity to use their mother tongue as language of instruction; to master at least one of the two official languages of the country (Albanian and Serbian); to develop proficiency in English; and to develop proficiency in another language, such as a local, regional or international language.

The KCF is aligned with the **Education for All** and **Millennium Development Goals** aiming to provide equal access to quality education for all learners, regardless of their gender, ethnicity, age, social and economic background, skin colour, culture, language and beliefs.

In the KCF, **inclusiveness is understood in its broadest sense** to mean any circumstances which impede access to quality education and diversity in its different manifestations (such as minorities; economically disadvantaged groups; children with special needs; returnees and children from the Diaspora; learners in remote areas; talented and gifted students; learners with physical disabilities or who are suffering from illnesses and traumas; students with behavioural problems).

Human rights and democratic citizenship: Education will develop the knowledge, skills, values and attitudes required by the exercise of democratic citizenship in order to foster inclusiveness, social justice and sustainable development, based on respect for everyone's human rights and fundamental freedoms... Learners will be familiarised with the exercise of rights and responsibilities within the family, communities, the world of work, and public life and will be supported in making appropriate career choices.

Personal competencies ("Healthy individual"): The key competency requires that individuals understand and consider the personal and relational context of their actions and decisions. Individuals have to be empowered to participate in an effective and constructive way in family, social and working life. To do so, the need to be self-aware and develop self-confidence while also developing openness towards, and confidence in the other. Confident and healthy individuals will be increasingly self-aware, have a multi-layered sense of identity, and orientation towards the future and an awareness of their environment. They will become empowered to manage their lives in meaningful and responsible ways... This includes gender equality.

Learning outcomes include:

- uphold Human Rights as a basis for democracy;
- be aware of, and exercise their rights and responsibilities while being aware of, and respecting the rights of others;
- value diversity and demonstrate tolerance, respect and inclusive attitudes;
- manage and solve conflicts constructively;
- participate in democratic decision making at all levels (i.e. in families, schools, local communities/neighbourhood activities, as well as in local and national political processes);
- demonstrate HR values and principles in daily life (i.e. respect of personal dignity; fighting against prejudices and discrimination of all kind; fighting poverty and marginalization; promoting gender equality);
- show interest in public affairs and contribute to problem solving at school and community level;
- protect the natural and man-made environment and contribute to sustainable development.

Student-centred teaching and learning... means that the planning and organization of learning and teaching pay attention to students' individuality, potential, needs and interests. It is one important aspect of **inclusiveness in education in a broader sense** for it takes into account and addresses the different learning styles and the speed at which students learn, as well as all the other aspects of learner *diversity*, such as gender, age, ethnicity, religion, culture, social and economic background, as well as special needs.

The teacher: is able to integrate cross-cutting issues, such as human rights and education for democratic citizenship; peace education; education for sustainable development; gender equality; intercultural understanding; life skills; health education; economic and entrepreneurial education; ICT and e-learning.

The school director and school board: pay special attention to implementing the principles and practices of inclusive education by taking into account and addressing diversity and the different learners' needs and by fighting against biases, unfair treatments and violence.

The curriculum is appropriate in terms of age, gender, ability, talent, culture and other characteristics defining diversity. Among such cross-cutting issues and dimensions to be considered are:

- Education for democratic citizenship and human rights
- Education for peace and tolerance
- Personal development and life skills
- Education for sustainable development
- Gender equality
- Intercultural education
- Health education, including sex education
- Career awareness
- Preparation for life and work
- Economic awareness
- Entrepreneurial education

Special attention will be given to providing access for **students with learning difficulties** to appropriate, and individualised, learning resources. For special needs students, individualised education plans will be prepared and relevant school authorities and personnel stakeholders will ensure that required learning resources are made available for implementing those individualised plans.

Learning resources must comply with quality criteria, and they will promote positive values, principles and practices such as human rights, social justice and inclusiveness. All learning resources should avoid promoting bias, prejudice and stereotypes, discriminatory attitudes, hatred and violence.

Cross-cutting issues: Important curriculum content that does not belong to one subject or learning area exclusively, but which is best taught and learned in a number of subjects. Common examples include peace education, Human Rights and citizenship education, gender issues, communication skills, intercultural education.

Curriculum: the aggregate of learning areas, subjects, and cross-cutting issues available in an education system. The term normally applies to the ‘formal’ or ‘intended’ (written) curriculum, but can also include the ‘unintended’ or ‘hidden’ curriculum. Distinctions are also made between the “intended” (official), “applied”, “interactive” (resulted from classroom interactions and “effective curriculum” (what students really learn).

6. National Plan Against School Abandonment 2009 – 2014

Action Plan determines in structured and integrated way how to treat school abandonment problem and how to react against it, however, it is more practical and functional in its approach.

Objective I: The increasing of responsibility for implementation of legal infrastructure, strengthening and functionality of mechanisms

Fulfillment and implementation of the legal package in its overall infrastructure makes it necessary for precise, responsible execution and responsibility of the actions and obligations set forth for all segments and their empowering and functionalizing.

- Determination of term “abandoner” in Law on Primary and secondary education in Kosovo.
- Appointing of one official in MEST for school abandonment issue.
- Drafting of Administrative Instruction for review of form for students’ transfer from one school to another and determination of punishment measures in abandonment in cases
- To determine a space in the class book which should provide data on students abandoning school every year.
- Regular inspection of school regarding non implementation of following documentation.
- Monitoring of implementation of school rules/ code of behaviour in education institutions.
- Improvement and specification of issue of abandonment in Law on Primary and Secondary education in Kosovo.

Objective II: Improving of informative management system

Though the lack of census of Kosovo’s population is reflected also in levels of effectiveness of management systems of information, it is a responsibility of this system to be more effective and functional in management of data on abandonment. This management includes information on students mobility by clarifying as much as possible this mobility, identifying schools which have abandonment cases, providing of information for children of pre-school ages that should be registered in first grade, reliability of information on numbers of abandonment in different levels of education, publication of this data as well as the increasing of cooperation of this system in all levels.

- Providing of list for children that should be enrolled in first grade
- Exact compilation of lists of children who are drop-outs at every end of semester
- Gathering, processing, report, and publication of data
- Increasing of capacities in school level, MED, for gathering, analysing and reporting of data.
- Monitoring of children’s continuity in all levels in schools

Objective III:

Creating and strengthening of Teams on Prevention and Reaction against not Registering to School and Abandonment [EPRKB] in all schools of Kosovo.

Good experience and its results are a very positive example to be followed. Teams for prevention and reaction against not registering and abandonment, have as a characteristic the participation of parents, teachers, students, directors and everyone else that is interested for education and in direct contact with student in school or outside the school. Clear determination of duties of these groups enables efficient the action in cases of possibilities for abandonment or the cases of abandonment. At the same time these volunteer groups are a powerful link between the school, family and community.

- Drafting of regulation for creating of PRTARA, and guidelines.
- Establishment of PRTARA in every school of Kosovo
- Creating of PRTARA in all municipalities of Kosovo.
- Increasing of capacities of PRTARA work in treatment of abandonment
- School should provide space within her to be used by mechanisms within the school (TPC, PRTARA, SC,etc.)

Objective IV: Improvement of condition for students education

The right on education and mandatory education set forth to the education institutions the responsibility for creation and improvement of the conditions in this education, which include developing of school infrastructure, creation and completion of teaching cabinets, provision of transportation, equipping students with textbooks and other auxiliary tools, and a trained staff of teachers to work with students.

- Providing of textbooks for school level 1-9
- Providing transport for students who travel
- Scholarship allocation
- [priority students with economic difficulties]
- Improvement of existing school infrastructure
- Adaptation of curriculum of informal education in school for needs of drop-out students' groups
- Teachers training for implementation of adapted curricula
- Creating of an informant for orientation in Lower secondary and Higher Secondary education

Objective V: Increasing of security and prevention of antisocial behaviour.

In order to prevent the frequent occurrence of anti-social and misbehaving in our schools, and as a result the increment of the security in schools, it is an obligation and responsibility of all the structures of the society to increase the cooperation between them so that such behaviours are no longer present. This joint activity includes the functionalizing of structures within the school, exchange of information between competent organs, increment of effectiveness in the process of monitoring respecting of established disciplinary actions in cases when anti-social behaviour is shown as well as cooperation with Kosovo Police or any other institution [media, NGO's etc] that ensure the achievement of this objective.

- Functionality and cooperation with MED
- Cooperation with Kosovo Police based in community
- Functionality of pedagogic service in school (pedagogue, Psychologist,sociologist) development of hours of custody
- Increase of community awareness for importance of education and risks of abandonment

Objective VI: Creating of all-inclusive conditions in schools

It is considered not only as a component of one of the millenium development objectives but also as a strong indicator of the development of a country. All-inclusive approach in education presuposes the creation of equal opportunities for all members of the society without discrimination in order to have access to education. That means supporting and encouraging of alternative forms for different levels of education, the creation of appropriate programs for different groups of interest [communities children, pre-school level etc], compilation and official approval of standards for the friend schools for children by creating this way conditions and opportunities to ensure all-inclusiveness in schools.

- Encouragement and support of alternative forms on preschool education
- Identifying children in risk for abandonment and their treatment
- Identifying children with special needs
- Drafting and formalization for children friendly schools

- Week against abandonment
- Development of training programs for implementation of standards for CFS
- Monitoring and evaluation of standards execution of FSC

7. The Kosovo action plan for the achievement of gender equality (extracts)

(UNIFEM 2004)

Strategic Objective 10

On Equal Education for Women and Men: Education is an essential means of achieving gender equality and the empowerment of women. The girls of today are the women of tomorrow, and **the commitment to equal education for girls and boys is an investment in the development of Kosovo's future.** Non-discriminatory education for girls and boys contributes to increased equality in the relationships between women and men – a condition that enables women to participate on an equal basis with men in securing Kosovo's progress and economic advancement.

Strategic Objective 10.1

Create an educational and social environment that is free of gender-based stereotypes and discrimination, and that promotes equal access to education. Unfortunately, the educational system can reinforce the very gender-based roles that deny women opportunities for full and equal partnership in society. Curricula and teaching materials are often gender-biased and are rarely sensitive to the specific needs of girls and women. Furthermore, the lack of gender awareness among educators at all levels is a source of discriminatory tendencies that can negatively affect the self-esteem of girls and strengthen social inequities between males and females.

Access for and the retention of girls and women at all levels of education are critical factors in determining their ability to pursue professional activities in the course of their lifetimes. The drop-out rate of girls from the educational system is a serious problem with far-reaching implications for social and economic development. Furthermore, female students are often concentrated in a limited number of fields of study, and women are often unable to pursue careers due to the lack of professional education and training opportunities.

Actions to be taken

- Include in efforts on educational reform **the development of curricula, textbooks and teaching aids that are free of gender-based stereotypes**, for all levels of education. This action should aim at breaking traditional stereotypes of gender roles, and at integrating the gender perspective into the educational system.
- **Integrate the topic of gender issues into the subjects of citizens' rights and health in primary school education, and as a subject in the high school curriculum.** Additionally, courses on gender equality should be offered at the university level.
- **Provide gender awareness training to all school personnel, and especially teachers**, to equip them with effective strategies and methodology for gender-sensitive teaching.

- **Provide trainings on special education to all school personnel**, and especially teachers, to increase their capacities and sensitivity in working with students, both girls and boys, who have special education needs.
- **Take positive measures to promote the educational orientation of girls and boys toward the full range of occupational careers**, including those professions that are considered non-traditional or unsuitable for women or men due to gender-biased stereotypes.
- Design and present **public education programs through media campaigns on gender equality and non-stereotyped gender roles of women and men within the family, the school and the community.**

Strategic Objective 10.2

Establish innovative programs and services in education, and monitor educational reforms.

Resources allocated to education are insufficient and are often unequally applied to girls and boys.

This imbalance is related to drop-out rates for girls as well as to access to education for girls and women with disabilities. Ultimately, insufficient resource allocations have long-term adverse effects on human development and on the development of girls and women in particular.

Actions to be taken

- Create a **special educational fund for girls and women, targeting those with the greatest financial need, using resources and budgetary allocations restricted for this purpose.** Such a fund should aim to preserve and broaden opportunities for girls and women in situations of extreme financial hardship, and support their access to formal, informal and professional education and training.
- Initiate a **distance education program** that promotes learning beyond the traditional classroom setting, using instructional delivery modes that include audio, video and computer technologies and correspondence study.
- Take positive measures to ensure equal access to education for **girls and boys with special education needs.**
- Take positive measures to ensure **equal access to education for girls and women with disabilities**, including but not limited to the guaranteed provision of transportation and physical access (including wheelchair ramps) to buildings and facilities of the educational system.
- Take positive measures to ensure equal access to education for girls and women from **rural areas, including but not limited to the provision of student housing in school dormitories.**
- **Employ psychologists** in primary schools, to attend to the specific psychological needs of primary school students, both girls and boys.
- Establish a mechanism to **monitor and evaluate the implementation** of educational reforms and measures in relevant ministries and institutions, and provide technical assistance, as appropriate, to address issues raised by monitoring efforts.

8. Strategy for the Development of Higher Education in Kosovo

Our mission is:

The development of an efficient system of higher education that will contribute to increase the wellbeing of the Kosovar society by offering high quality education and research, with equal opportunities for all, in accordance with the values of freedom, democracy and diversity.

Strategic objectives

Objective 1: Elaborating and implementing a contemporary and all-inclusive education policy and finalizing the higher education legislation

Objective 2: Advancing of management and coordination in higher education.

Objective 3: Developing of the management system of the higher education quality.

Objective 4: Advancing of the capacity for research and scientific work.

Objective 5: Establishing mechanisms for the provision and efficient managing of financial resources for the higher education development.

Objective 6: Development of a complete and functional infrastructure of the higher education.

Principles

Impartiality, democratization, equality, variability, development, quality, efficiency and effectiveness, academic freedom and institutional autonomy, public accountability.

CHAPTER 3: ASPECTS AND PRIORITIES OF HIGHER EDUCATION DEVELOPMENT

3.1. POLITICS AND LEGISLATION

Objective: Elaborating and implementing a contemporary and all-inclusive education policy and finalizing the higher education legislation

Measure 1: Reaching the social consensus on the subject of the significance of higher education for the overall development and the economic growth of the society and getting consent on the material and

financial support of HE institutions

Measure 2: Conclusion of the legislative framework of the higher education, permanent upgrading of laws and increased competence and responsibility in implementing the law in this field

Measure 3: Integration of the Kosovar higher education within the European and international development processes of higher education

Measure 4: Expansion of quality, flexibility and diversity in higher education

Measure 5: Policies required to build an environment for qualitative work

Measure 6: Drafting policies that ensure steady and increased participation of the population within higher education, including all categories of society in compatibility with the demands of the labor market

and needs of the society

Description:

6.1. Increased number of young people (age-groups from 18-24) in higher education for at least 25 % until 2015.

6.2. MEST and HEI make an effort to create inclusive policies and a suitable environment which promotes gender equality, equal access and diversity in various aspects, such as cultural, ethnical, linguistic, racial, etc.

6.3. There are policies developed both for communication, connection and active exploitation of the knowledge from Diaspora within our institutions on one hand, as well as for the anticipation and decrease of the brain-drain on the other hand.

6.4. The Government and higher education institutions take the responsibility to establish particular institutions and to prepare special programs dedicated to the education of disfavored groups as well as other groups from the wide range of gender diversity, linguistic, ethnical, cultural, racial diversity etc.

6.5. The Government and other competent institutions take the responsibility to build the physical infrastructure with the aim of facilitating studies and activities of handicapped persons.

6.6. Public institutions of higher education will guarantee a particular number of places for students from the Region who want to enroll within the framework of the announced specifications.

Measure 7: Supportive financial policy for the advancement of the higher education and scientific research

Measure 8: Empowering the role of the students

Description:

8.1. MEST, HEI and student organizations develop policies which affirm the information and awareness of the students about their rights and responsibilities, as well as other aspects of student life, with the purpose of empowering them and protecting them from the negative side effects of the globalization trends.

8.2. Established policies which clearly determine the role of the student organizations and clubs within the HE system for organizing the student life.

3. 2. MANAGEMENT AND COORDINATION

Objective: *To advance management and coordination in higher education*

3.3. QUALITY ASSURANCE

Objective: *Develop a system of quality management in higher education*

3.4. SCIENTIFIC RESEARCH

Objective: *Increase capacity for scientific work*

3.5. FINANCIAL SUPPORT

Objective: *To create mechanisms for ensuring and efficient utilization of resources and financial means for the development of higher education*

Measure 1: Improvement of the material situation of the higher education institutions

Measure 2: Policies and mechanisms for ensuring alternative (non-budgetary) sources of financing for the HE

Measure 3: Decentralized financing of higher education

Measure 4: Improvement of faculty and student mobility

Measure 5: Setting of financing criteria

Measure 6: Supporting deficit fields

Measure 7: Support of students and groups at risk

7.1. MEST and public universities will set aside funds for student support every year. The support for outstanding students will be provided in the form of scholarships, support for study abroad, student loans etc. For students in bad economic situation, those with disabilities and for groups at risk, the MEST and HEIs will prepare and implement various support programs and a special financial assistance. Apart from these, MEST and higher education institutions will support students enrolled in fields that are not so attractive but for which there is a special social interest or a demand of the labour market.

6. INFRASTRUCTURE

Objective: *To develop a fully functional infrastructure for higher education*

It is predicted that in 2015 HE will have the following characteristics:

- It will be modeled and implemented in accordance with contemporary European standards and with objectives of the Bologna Process;
- It will be comparable and competitive with the HE in European countries;
- It will be inclusive;
- It will offer more places for study (the participation of the age-group from 18-25 will increase at least for 25%);
- It will offer more selection opportunities;
- It will offer equal opportunities for all regardless of their ethnicity, gender, age, religion, or social group;
- It will offer opportunities for the development of the private sector of HE;

- It will offer more study programs: graduate, post-graduate, long distance learning, long-life learning, adult-learning;
- It will offer better-quality teaching;
- It will be more democratic;
- It will be more transparent;
- It will guarantee expertise, high quality studies and services;
- It will offer a complete and superior infrastructure;
- It will absorb more human, material and financial resources and will manage them more efficiently and effectively;
- It will be opened to cooperation with all actors and stakeholders in higher education;
- It will act as a well-coordinated system;
- It will play the role of the social agent in a society;
- It will harmonize satisfactorily with the demands of the local and international labor market;
- It will put into practice research aiming the solution of the problems of our society and economy;
- It will increase the credibility of Higher Education institutions locally and internationally.

9. Strategy for the Development of Pre-University Education

The vision: Participants in the process of drafting the strategic plan for development of pre-university education in Kosovo have defined the following vision for the Kosovar society and for the education system in ten years time:

Kosovo – a knowledge society, integrated in European trends and offering equal opportunities for personal development to all its individual members, who in return contribute to a sustainable economic and social development.

The mission: Education institutions and their staff play a crucial role in education and training of the people in Kosovo with the purpose of accomplishing this ambitious vision of the Kosovar society and education institutions. Thus they determined their role in the framework of the following mission statement:

Building an inclusive education system that offers conditions for quality education and training for all individuals by promoting lifelong learning habits and values of democratic citizenship.

3. Principles for Development of the System

- 3.1.1. Principle of usefulness, benefit and philanthropy
- 3.1.2. Principle of openness, transparency and flexibility
- 3.1.3. Principle of monitoring, follow up, measurement and evaluation
- 3.1.4. Principle of effectiveness and efficiency
- 3.1.5. Principle of justice and participation in education
- 3.1.6. Principle of order and creation of stability
- 3.1.7. Holistic principle – systematic approach
- 3.1.8. Principle of national interest

3.1.5. Principle of justice and participation in education

The principle of justice requires creation of a system of education in Kosovo which would enable to all its citizens equal opportunities to choose their preferred type of education. This principle calls for quality education to be provided to all citizens of Kosovo and not only to a chosen few. It underlines the **necessity of promoting and creating social and economic opportunities for education of all students, regardless of their developmental potential, age, gender, religious, racial, and ethnic affiliation, or their social status.** In particular Millennium Goals calls on all states to make sure that by year 2015 all children of respective age-group complete primary education. Implementation of this principle also requires setting up of mechanisms through which to eliminate school dropout from compulsory education by facilitating access and consequently, by increasing participation in education, which in return creates opportunities for a quality life for all regardless of national or any other affiliation. In harmony with this principle, the Kosovar system of education will pay special attention to: children coming from poor families, children from various minority communities, orphan children, children with special needs, children whose parents died or are missing from war, children discriminated on gender basis, children begging in streets, children who are victims of violence, discrimination, sexual abuse, trafficking, and children involved in sweated jobs harmful for their physical and psychological development.

4. Strategic Objectives and Measures

- 4.1. Quality and efficient governance, leadership, and management of the system of education
- 4.2. A functional system of providing quality learning based on standards comparable with those of the developed countries
- 4.3. All-inclusiveness, equity, and respect of diversity in education**
- 4.4. An effective system of in-service and pre-service teacher training
- 4.5. An adequate and healthy physical environment for teaching and learning
- 4.6. A sustainable connection of education with general social and economic developments.
- 4.7. Advancing the material situation in education

4.3. All-inclusiveness, equity, and respect of diversity in education

Inclusion of citizens in the education system is one of the indicators of the level of development in a society. *Equality implies being equal in status, having equal opportunities, receiving an equal treatment, free of any discrimination, barriers and prejudice.* This principle requires that all persons and institutions involved in the schooling arena (as are teaching and administration personnel, students/pupils, groups at risk, schools etc.), are *given equal rights according to their status and are treated equally to allow for their normal individual and institutional development and for successful accomplishment of their duties and responsibilities.* Equality can be expressed in numerical and proportional terms. Respect of equality and equity (special measures of positive discrimination to meet the needs of specific groups) is seen as a minimal standard of today's moral and educational culture, whereas providing equal opportunities for all is a pre-condition for ensuring active participation of all citizens in social life. *Diversity implies a little bit more than ethnic affiliation and includes aspects like age, gender, religious affiliation, social status of the citizen, etc. Education for*

increasing awareness on diversity involves competencies like: openness, understanding for other cultures, a critical approach to social reality, etc.

Indicators

1. Until 2017 the ground has been set for all children to be included in compulsory education;
2. Until then, at least 90 % of children of age 5-6 are included in pre-primary education, whereas 35 % of age group 0-5 are included in some form of pre-school education;
3. Likewise, at least 85 % of the respective age-group are included in programs of upper secondary general and vocational education and training;
4. At the same time 30 % of the Kosovar children in Diaspora will be included in supplementary education;
5. Various programs are provided to support return of adults in the system of education.

Measures

- 4.3.1 Drafting of adequate policies which ensure full inclusion in the system of education
- 4.3.2 Setting up mechanisms for equalization of informal and formal education
- 4.3.3 Building social partnership for inclusion of groups at risk in social and economic processes of the society
- 4.3.4 Providing adequate conditions for children with special needs in the system of education

10. Strategy for integration of Roma, Ashkali, and Egyptian communities in Kosovo, Education component 2007-2017

Vision: *Kosovo – a society of knowledge and inclusion, with respect for diversity, fully integrated in European trends, with equal opportunities for personal development of all individuals of Roma, Ashkali, and Egyptian communities, who in return contribute to the sustainable economic and social development.*

Mission: *Building of an inclusive and high quality system of education, based on justice, equity and respect of diversity, contributing to the full integration of Roma, Ashkali, and Egyptian communities in the society.*

OBJECTIVE 1: SIGNIFICANT IMPROVEMENT OF PARTICIPATION IN AND QUALITY OF EDUCATION FOR MEMBERS OF ROMA, ASHKALI, AND EGYPTIAN COMMUNITIES

Activity 1: Inclusion of Roma, Ashkali, and Egyptian educators and their assistants in the pre-school and pre-primary level

Activity 2: Training and retraining of teachers of RAE communities in compulsory education

Activity 3: Offering programs for re-integration for children returnees from Diaspora

Activity 4: Incentives and stimulation for increased participation in education

Activity 5: Providing conditions for attending schooling beyond compulsory Education

Activity 6: Including Roma language as a taught subject

Activity 7: Additional language programs for children of Roma community

Activity 8: Inclusion of children with special needs in the regular Education system

Activity 9: Increasing inclusion on vocational education and training

Activity 10: Setting up of grant schemes for Roma, Ashkali, and Egyptian Communities

OBJECTIVE 2: PREVENTION OF DISCRIMINATION AND SEGREGATION IN THE SYSTEM OF

EDUCATION

- Analysis of the situation regarding segregation and discrimination in education
- Prevention of segregation and discrimination through legal acts
- Training for educators and education officers for elimination of prejudices
- Raising awareness among the Roma, Ashkali, and Egyptian communities on forms of discrimination and segregation in education

OBJECTIVE 3: HIGH QUALITY AND EFFICIENT COOPERATION BETWEEN RELEVANT INSTITUTIONS AND ORGANIZATIONS FOR THE BENEFIT AND BETTER EDUCATION FOR MEMBERS OF ROMA, ASHKALI, AND EGYPTIAN COMMUNITIES

- Joint activities with the community police (CP) in the field of safety
- Measures against breaching of law in compulsory education
- Coordination of policies and activities through regular meetings between MEST, municipal authorities, MEDs and civil society organizations.
- Partnership is built between Roma, Ashkali, and Egyptian communities with organizations involved in protecting rights of workers in the education sector.
- Taking affirmative action for education and employment of members of Roma, Ashkali, and Egyptian communities.
- Programs are offered for reducing illiteracy through institutional support
- Setting up of resource centers at the level of municipalities

OBJECTIVE 4: INCREASING AWARENES AMONG COMMUNITIES AND INVOLVED PARTIES WITH THE PURPOSE OF HELPING EDUCATION OF MEMBERS OF ROMA, ASHKALI, AND EGYPTIAN COMMUNITIES

- Organization of extracurricular sports and cultural activities
- Review and writing of school textbooks
- Promotion of values, heritage, and identity of Roma, Ashkali, and Egyptian communities
- Building of trust between school and family

11. Strategic Plan For Organizing Inclusive Education For Children With Special Educational Needs In Pre-University Education In Kosovo 2010 – 2015

This strategic action plan defines in structured and integrated fashion the way the inclusive process should be approached and treated, but in its practical and functional terms.

The objectives are:

Objective I: Early identification and intervention and increase the inclusion of children with special educational needs

- Establish cross-sectoral mechanisms for identification of children with special educational needs
- Establish and functionalize assessment and support teams (AST) in Municipality
- Establish a specific program for early intervention and education
- Media campaign on importance of identification and early intervention
- Drafting administrative instructions (AI) and bylaws required by the revised law
- Monitoring of implementation of laws, bylaws and AI

Objective II: Provide and strengthen support mechanisms for inclusive Schools

- Functioning of Resource Centers (RC)

- Provision of assistants based on children needs
- Increase the number of inclusive education teachers based on the need
- Increase the number of inclusive schools
- Provide transport and working tools for itinerant teachers
- Drafting norms on standards of inclusive education
- Implementation of Index for Inclusion in PI and schools
- Piloting of IEP implementation
- Organize trainings on implementation of IEPs in all levels of education
- Implementation of IEP in all levels of education
- Transformation of attached classes into resource rooms and their functioning
- Establish the network of inclusive education teachers
- Identification of needs for hiring interpreters and instructions of sign language
- Establish conditions for studying in UP for students with special educational needs
- Provide educational programs to persons with special educational needs over school age
- Systematic analyses of situation and identification of needs

Objective III: Professional development of educational personnel

- Opening MASTER studies for inclusive education (IE) in FE
- Inclusion of certain number of subjects on IE in basic program of teacher training programs
- Training of nursery teachers, educators, teachers, professional personnel for inclusion (in basic level)
- Professional development of teachers and educational staff
- Training of municipal education directors and school principles
- Organize seminars for MEST staff
- Organize conferences in national, regional and international level on inclusive education
- Training of itinerant and inclusive education teachers

Objective IV: Improve physical infrastructure for inclusive schools

- Building school facilities respecting inclusive standards
- Renovation of schools for inclusion (building slopes and special toilettes for access to schools, provision of adequate furniture, etc. according to European standards)
- Equipping resource rooms with adequate means
- Regulating space around the school that enables access according to standards.
- Organize suitable transport for children with disabilities
- Organize suitable school areas (classroom, sanitary nodes, sports hall, library, cabinets and providing suitable furniture) for children with disabilities

Objective V: Awareness rising on Inclusive Education

- Organize debates, seminars, regional and international conferences on IE
- Organize awareness raising campaigns on inclusive education
- Capacity building of the staff of decision-making institutions
- Strengthen and functionalize the role of KPC

12. Law No. 02/L-52 on Preschool Education (extracts)

1. GENERAL PROVISIONS

Article 1: Definitions

Education of **children with special needs** refers to special education of slow children and children with feeling impairments, physical impairment, learning impairment, social- emotional impairment, and communication disorders.

Inclusive (See the Convention of Children Rights, Article 2) Signatory States are engaged to **respect the rights** mention in this Convention and guarantee them to each child that are involved in their jurisdiction, **without any distinction, regardless race, color, gender, language, religion, political opinion or any other opinion, from the national origin, ethnical or social, wealth, disability, family descent or any other child or their parents state or their legal representatives.**

Article 4: Principles of preschool education in preschool institutions

Preschool education in preschool institutions shall be based on these principles as in the following:

- a) equality;
- b) inclusion;
- c) democracy;
- d) ...

Article 5: Language

5.2. In the places of mixed population, preschools institutions shall provide education in minorities language as well, conform constitutional framework and special Laws;

Article 6: Children with Special Needs

6.1. Pre-school education is the right for all children including those with special needs which will be carried out in compliance with this Law and sub legal acts.

6.2 In accordance with this Law, children with special needs include children with mental impairment, blind, visual impairment, deaf and hearing impairment, children with speech impairment, children with motorized impairment, and emotional and behavior difficulties, children with combined impairments, and other children in risk of being in an unfavorable education position, in need of separate instruction with added professional assistance, or special program.

Article 24: Determination of paid tariffs by Parents

24.2. Parents who take welfare will be free of tariffs.

24.3. In the case of exceptions, the municipality can, based on competent authority opinions on the taxes and welfare that during determination of tariffs for payment, accepts other facts that show the real social state of the family and the additional income and wealth specified in the first paragraph of this Article.

24.4. If more than one child attends education in preschool institution, the tariffs for other children will be reduced for one class.

Article 27: Possibilities and demands for support, financing

26.1. MEST and the respective municipal institutions of preschool education will aim to support financially nonpublic initiative that provides preschool education. In order to raise the percentage of children who have access in this kind of education and the general quality of preschool education in Kosovo, MEST and the respective municipal institutions of preschool education by taking into account, financial support of these initiatives should take into consideration these criteria as in the following:

- a) Geographical position of the community where this service is provided, including especially rural zones and those remained omitted;
- b) Services for children with special needs;
- ...
- d) Open approach for all children.

VI. EMPLOYEES OF PRESCHOOL INSTITUTIONS

Article 28: Requests regarding qualifications

28.2. Preschool educators providing special programs for children of preschool age with special needs should have the same level of education needed to other preschool educators and they should have adequate qualification.

28.3. Preschool groups including children with special needs, in the lack of planned staff in Article 28.2 can be educated by the preschool educator who has diploma in general preschool education and additional education or training for the children with special needs.

Law No. 02/L-52
19 January 2006

President of the Assembly

Academic Nexhat Daci

13. Law on Gender Equality in Kosovo (extracts)

SECTION 1: GENERAL PROVISIONS

1.1. The present law shall **preserve, treat and establish gender equality as a fundamental value for the democratic development of the Kosovo society**, providing equal opportunities for both female and male participation in the political, economical, social, cultural and other fields of social life.

1.2. The present law **creates the conditions and opportunities for gender equality** through policies that support overall development, **especially for the improvement of the females' status, so that they are entitled to authority in the family and society.**

1.3. The **provision of equal rights is the duty of the entire society and means the elimination of any barriers in achieving gender equality.**

SECTION 2: DEFINITIONS

2.1. **Gender equality: shall mean equal participation for females and males in all relevant fields of social life, equal status, equal opportunities to be entitled to their rights and make use of their**

individual skills for the development of the society and equal benefit from the results of such development.

2.2. Equal gender treatment: shall mean the elimination of all direct and indirect forms of gender discrimination.

2.9. Legal measures: are measures that aim at; achieving the complete equality of females and males in the society, that provide specific priorities that enable the members of a certain gender equal access in all fields of social life, **eliminating the existing gender inequality** providing certain rights.

2.12. Unequal representation: within the meaning of 2.11, exists when the participation of a certain gender in a particular social field or in a segment of such field is lower than 40 %.

SECTION 3: INSTITUTIONS AND LEADING BODIES

3.1. The implementation of legal and affirmative measures establish **equal participation for both females and males** in legislative, executive, judicial bodies of all levels and **in public institutions**, so that representation of both genders in these institutions has its level of their representation in the general population of Kosovo.

3.2. **Equal gender participation** of both females and males, according to Section 3.1, is achieved in cases where the **participation of the particular gender in the institutions, bodies or at the level of authority is 40%.**

3.3. **Equal gender participation**, in compliance with section 3.2, **must be observed during appointments in central and local government bodies.**

3.5. Gender equality must be observed when naming institutions, public undertakings, roads.

SECTION 4: RESPONSIBLE BODIES FOR THE ACHIEVEMENT OF GENDER EQUALITY

THE GOVERNMENT AND MINISTRIES

4.7. The **government and the ministries shall promote and provide for equal gender rights.**

4.12. **Each ministry shall appoint an officer for gender equality**, who shall coordinate gender issues within the ministry. The authorities of the Gender Affairs Officers in the respective ministries shall be set in a special ministerial regulation, based on the Kosovo Civil Service Regulation.

4.13. The Gender Affairs Officer, as specified by the foregoing paragraph shall be **responsible for the implementation of the gender equality strategy within the framework of ministry's competencies**, based on this Law and in collaboration with Office for Gender Equality of Kosovo.

LOCAL GOVERNMENT BODIES

4.14. **Local government bodies shall promote and establish equal opportunities**, shall draft their policies taking into account gender equality and shall approve any necessary measures and undertake any activities to provide equal opportunities for both females and males.

4.15. **Local government bodies shall establish an Office of Gender Affairs and shall appoint a Gender Affairs Officer in municipality.** The competencies of the Officers in municipalities shall be set

in a special regulation drafted by the Department of Local Administration in the Ministry of Public Services and the Kosovo Civil Service Regulation.

4.16. The **Gender Affairs Officer in the respective municipality shall review every decision** taken by the local government, prior to the endorsement.

SECTION 13: EMPLOYMENT

13.1. Public and private sector undertakings and legislative and executive institutions shall provide **equal rights and opportunities for females and males in labor and employment sector.**

13.6. Employers ensure that both female and male employees have equal opportunity to attend education and professional training and attend courses that aim to improve professional skills or prepare them for other professions.

13.7. Employers or institutions that **provide professional training or any individual participating in such training shall not discriminate any individual on gender basis.**

13.8. **Employers shall provide equal treatment for females and males in the labour sector** and shall take measures to ensure that vacancies or positions are not categorized specifically for females or males.

SECTION 14: EDUCATION

14.1. **Equal right to education must be provided for females and males in all levels of education to ensure their equal active participation in the society, family and the labour market.**

14.2. The competent bodies and institutions in the field of education of all levels shall **establish, implement and supervise policies with the purpose of ensuring gender equality, especially concerning:**

- a) **Access** to education;
- b) **Gender Equality Education;**
- c) The preparation, approval and implementation of the **curriculum**
- d) The preparation of **school materials and texts and the review of existing school materials;**
- e) **Research** on the status of genders in Kosovo, as a specific method in education.
- f) The **inclusion of females and males in professional and advisory training**, for those professions which have been traditionally considered only for males or females;
- g) **Equal participation of females and males in all sports and leisure activities** during the educational hours.

14.3. **Gender discrimination is prohibited in all schools and other educational and pedagogical institutions.**

Law No.2004/2, 19 February 2004

14. Audit of gender issues in the education system summary)

(Halimi, Berisha et al. 2007)

- Despite progress in many areas, the education of women, girls and children remains an issue that needs special attention. This study asks questions such as: What has been achieved through reforms? How much has the gender perspective been included in the curricula? Do the schoolbooks contain contents that reflect gender sensitive approaches? How much are the teachers, directors and managers gender sensitive in their daily work? The book gives an overview of the situation in the field. Based on the results, it is clear that there is a need to pay more attention to the gender in the education system of Kosovo. Some of the findings and recommendations are given here.

Schoolbook analysis:

- Overall, 74% of schoolbooks' authors sampled are male and only 26% female. Of the 2292 illustrations studied, only 885 are women and 1,407 are male. Professions shown are gender-stereotyped. Men are more likely to be shown in roles such as doctors, historians, philosophers, mathematicians, writers, physical workers, traffic police officers, firemen, soldiers, etc, while women are shown as teachers, ballerinas, laboratory technicians, cleaning ladies, singers, etc. Girls in most cases are shown near the mother, and her obligations around the house are numerous compared to her brother. Even in the schoolbooks where the female dominates the illustrations, she is mainly shown in the role of the teacher and taking care of the children, such as the case of the "ABC". In the book "Civic Education III" there are 100 male figures and 51 female. In "Civic Education V", 89 are male, 48 female. In "Civic Education VII", 78 figures are male, 32 female. In "History VI", 47 are male, but only four female. "History VIII" has 137 male figures, 15 female.

Current situation:

- **Names of the schools** in Kosovo are predominantly male – 72% of all school names are male (martyrs and writers), and only 4% female. **Administrative personnel** of the educational institutions consist of a total of 1228 employees, of which 997 are men and 231 female. **Support staff** comprises a total of 3,635, from which 3187 are male and 448 female.
- **Preschool Education:** Gender structure of the preschool institutions' personnel, excluding students, is 15% male and 85% female. Of 494 educators, only 1 is male. **Lower Primary and Upper Secondary Education:** Gender structure of lower primary and secondary education is 65% male and 35% female. **Upper Secondary Education:** Gender status of the upper secondary education personnel is 74% male and 26% female. Among teachers, 71% are male, 29% female. Administrative personnel is 175 male and 46 female, and support personnel 577 male and 76 female. **Higher Education:** in academic personnel of the University of Pristina, of 1,007 employees, 764 are male and 243 are female. Regular professors: 185 male and 11 female. Assistant professor: 132 male and 26 female. Lecturers: 139 male and 42 female. Assistants: 237 male and 136 female. Of Ph.D students, 384 are male and 43 female. From a total of 272 Masters of Science students, 188 are male and 84 female. The deans and the Senate of the University of Pristina is 100% male. In the Students Assembly from 17, only one is female, and there are no females representing the students in the senate. The Steering Committee of the University of Pristina is entirely male.
- **Gender training:** 79.3% in **schools** said that they have not been in any training on gender. **At preschool level:** 95.7% kindergarten educators and directors said they have not attended any training on gender issues. Three of the **municipalities** surveyed reported that there had been no training for teachers on gender equality or other gender issues.

- **Officers for Gender Equality:** The problems facing them are the unsatisfactory level of girls in the obligatory, secondary and higher education, the lack of transportation from isolated villages, traditional beliefs on gender roles, and lack of budget for these offices. In some municipalities, Officers for Gender Equality do not have institutional support and their opinions and suggestions are often not taken into consideration.
- **Education and Gender in the Turkish, Bosniak, Serbian and RAE communities:** The lack of gender-disaggregated statistics makes it impossible to analyse the number of male / female students in Serbian, Bosniak, and RAE communities. One pilot project for the inclusion of RAE students had 13 male students and only 5 female. The application for scholarships among RAE in the KCSF program (2003-2004) had 545 males and 335 females. The schoolbooks for the Turkish and Bosniak communities were found to have strong gender stereotypes.

RECOMMENDATIONS

- Draft policies to will entice and support the inclusion of gender equality in all levels of education in Kosovo
- The Government of Kosovo to determine a financial policy that supports in an effective manner the development of the inclusion of gender equality in all levels of education.
- MEST, the Government of Kosovo and the Ministry of Economy and Finance to draft policies which are to be followed by legal acts, which use diversified financial sources, to ensure stability as far as the implementation of gender equality in education is concerned.
- MEST to continually conduct research on gender situation in education, with the purpose of developing new programs for the achievement of gender equality in all levels of education.
- Draft a law on schoolbooks, which shall include specific provisions which ensure the inclusion of a gender perspective.
- MEST and the Printing Houses need to encourage the inclusion of women-authors in the drafting of schoolbooks, and during the drafting of schoolbooks need to pay specific attention to the illustrations therein, with the purpose of excluding contents with gender stereotypes.
- MEST is recommended to create policies, which enables the inclusion of men in the pre-school, pre-primary and lower primary education systems.
- The Rectorate of the UP is recommended to involve women in leading structures, respectively in the positions of deans and the Senate. The Students' Parliament is recommended to implement the system of the quota of 30 % with the aim of including women in their structures.
- The Offices on Gender Equality within the Office of the Prime Minister to undertake the development of capacity raising programs for gender equality officers at municipal and central level.
- MEST to take initiatives for comprehensive organization of gender training for teachers
- MEST to create an overview of data indicating gender breakdown in education of all the communities in Kosovo

Halimi, S., L. Berisha, et al. (2007). Audit of gender issues in the education system. Kosovo, Kvinna Till Kvinna, Kosovo Fund for Open Society, and Network Women Program – Open Society Institute (OSI), New York: 272.

15. The Dakar EFA goals

We hereby collectively commit ourselves to the attainment of the following goals:

1. expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
2. ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality;
3. ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes;
4. achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
5. eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;
6. improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Source: *The Dakar Framework for Action, Education for All: Meeting our Collective Commitments*, adopted by the World Education Forum (Dakar, Senegal, 26–28 April 2000), Paris, UNESCO, 2000, para 7.

16. The Dakar Framework for Action

Education For All: Meeting Our Collective Commitments

Extracts from the text adopted by
the World Education Forum
Dakar, Senegal, 26-28 April 2000

(a selection of gender-specific extracts)

■ 1. Meeting in Dakar, Senegal, in April 2000, we, the participants in the World Education Forum, commit ourselves to the achievement of education for all (EFA) goals and targets **for every citizen and for every society**.

7. We hereby collectively commit ourselves to the attainment of the following goals:

- (v) **eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015**, with a focus on ensuring girls' full and equal access to and **achievement** in basic education of good quality;

- 8. To achieve these goals, we the governments, organizations, agencies, groups and associations represented at the World Education Forum pledge ourselves to:
- (vi) implement **integrated strategies for gender equality** in education which recognize the need for changes in attitudes, values and practices;
- 13. The importance of **gathering and carefully analysing reliable gender-disaggregated data** at national and sub-national levels is evident.
- 35. **Young people, especially adolescent girls, face risks and threats that limit learning opportunities and challenge education systems.** These include exploitative labour, the lack of employment, conflict and violence, drug abuse, school-age pregnancy and HIV/AIDS. Youth-friendly programmes must be made available which provide the information, skills, counselling and services needed to protect them from these risks.
- 41. International agreement has already been reached to eliminate gender disparities in primary and secondary education by 2005. **This requires that gender issues be mainstreamed** throughout the education system, supported by adequate resources and strong political commitment. Merely ensuring access to education for girls is not enough; unsafe school environments and biases in teacher behaviour and training, teaching and learning processes, and curricula and textbooks often lead to lower completion and achievement rates for girls. **By creating safe and gender-sensitive learning environments, it should be possible to remove a major hurdle to girls' participation in education.** Increasing levels of women's literacy is another crucial factor in promoting girl's education. Comprehensive efforts therefore need to be made at all levels and in all areas to eliminate gender discrimination and to promote mutual respect between girls and boys, women and men. **To make this possible, changes in attitudes, values and behaviour are required.**
- 59. Achieving Education for All demands that **high-level commitment and priority be given to gender equality.** Schools, other learning environments and education systems usually mirror the larger society. Efforts in support of gender equality must include specific actions to address discrimination resulting from social attitudes and practices, economic status and culture.
- 60. Throughout the education system, **there must be a commitment to the development of attitudes and behaviours that incorporate gender awareness and analysis.** Education systems must also act explicitly to remove gender bias. This includes ensuring that policies and their implementation are supportive of girl's and boy's learning. Teaching and supervisory bodies must be fair and transparent, and rules and regulations, including promotion and disciplinary action, must have equal impact on girls and boys, women and men. Attention must be given to boys' needs in cases where they are disadvantaged.
- 61. In the learning environment, **the content, processes, and context of education must be free of gender bias, and encourage and support equality and respect.** This includes teachers' behaviours and attitudes, curriculum and textbooks, and student interactions. Efforts must be made to ensure personal security: Girls are often especially vulnerable to abuse and harassment on the journey to and from school and at school.

(World Education Forum (2000) *The Dakar Framework for Action - Education For All: Meeting Our Collective Commitments*. Text adopted by the World Education Forum, Dakar, Senegal, 26-28 April 2000 <http://www2.unesco.org/wef/en-leadup/dakfram.shtm>)

17. Official list of MDG indicators

All indicators should be disaggregated by gender and urban/rural as far as possible.

Effective 15 January 2008

Millennium Development Goals (MDGs)	
Goals and Targets (from the Millennium Declaration)	Indicators for monitoring progress
Goal 1: Eradicate extreme poverty and hunger	
Target 1.A: Halve, between 1990 and 2015, the proportion of people whose income is less than one dollar a day	1.1 Proportion of population below \$1 (PPP) per day ⁱ 1.2 Poverty gap ratio 1.3 Share of poorest quintile in national consumption
Target 1.B: Achieve full and productive employment and decent work for all, including women and young people	1.4 Growth rate of GDP per person employed 1.5 Employment-to-population ratio 1.6 Proportion of employed people living below \$1 (PPP) per day 1.7 Proportion of own-account and contributing family workers in total employment
Target 1.C: Halve, between 1990 and 2015, the proportion of people who suffer from hunger	1.8 Prevalence of underweight children under-five years of age 1.9 Proportion of population below minimum level of dietary energy consumption
Goal 2: Achieve universal primary education	
Target 2.A: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling	2.1 Net enrolment ratio in primary education 2.2 Proportion of pupils starting grade 1 who reach last grade of primary 2.3 Literacy rate of 15-24 year-olds, women and men
Goal 3: Promote gender equality and empower women	
Target 3.A: Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015	3.1 Ratios of girls to boys in primary, secondary and tertiary education 3.2 Share of women in wage employment in the non-agricultural sector 3.3 Proportion of seats held by women in national parliament
Goal 4: Reduce child mortality	
Target 4.A: Reduce by two-thirds, between 1990 and 2015, the under-five mortality rate	4.1 Under-five mortality rate 4.2 Infant mortality rate 4.3 Proportion of 1 year-old children immunised against measles
Goal 5: Improve maternal health	

Target 5.A: Reduce by three quarters, between 1990 and 2015, the maternal mortality ratio	5.1 Maternal mortality ratio 5.2 Proportion of births attended by skilled health personnel
Target 5.B: Achieve, by 2015, universal access to reproductive health	5.3 Contraceptive prevalence rate 5.4 Adolescent birth rate 5.5 Antenatal care coverage (at least one visit and at least four visits) 5.6 Unmet need for family planning
Goal 6: Combat HIV/AIDS, malaria and other diseases	
Target 6.A: Have halted by 2015 and begun to reverse the spread of HIV/AIDS	6.1 HIV prevalence among population aged 15-24 years 6.2 Condom use at last high-risk sex 6.3 Proportion of population aged 15-24 years with comprehensive correct knowledge of HIV/AIDS 6.4 Ratio of school attendance of orphans to school attendance of non-orphans aged 10-14 years
Target 6.B: Achieve, by 2010, universal access to treatment for HIV/AIDS for all those who need it	6.5 Proportion of population with advanced HIV infection with access to antiretroviral drugs
Target 6.C: Have halted by 2015 and begun to reverse the incidence of malaria and other major diseases	6.6 Incidence and death rates associated with malaria 6.7 Proportion of children under 5 sleeping under insecticide-treated bednets 6.8 Proportion of children under 5 with fever who are treated with appropriate anti-malarial drugs 6.9 Incidence, prevalence and death rates associated with tuberculosis 6.10 Proportion of tuberculosis cases detected and cured under directly observed treatment short course

¹ For monitoring country poverty trends, indicators based on national poverty lines should be used, where available.

Target 7.A: Integrate the principles of sustainable development into country policies and programmes and reverse the loss of environmental resources	7.1 Proportion of land area covered by forest 7.2 CO2 emissions, total, per capita and per \$1 GDP (PPP) 7.3 Consumption of ozone-depleting substances 7.4 Proportion of fish stocks within safe biological limits 7.5 Proportion of total water resources used 7.6 Proportion of terrestrial and marine areas protected 7.7 Proportion of species threatened with extinction
Target 7.B: Reduce biodiversity loss, achieving, by 2010, a significant reduction in the rate of loss	
Target 7.C: Halve, by 2015, the proportion of people without sustainable access to safe drinking water and basic sanitation	7.8 Proportion of population using an improved drinking water source 7.9 Proportion of population using an improved sanitation facility

<p>Target 7.D: By 2020, to have achieved a significant improvement in the lives of at least 100 million slum dwellers</p>	<p>7.10 Proportion of urban population living in slums¹</p>
<p>Target 8.A: Develop further an open, rule-based, predictable, non-discriminatory trading and financial system Includes a commitment to good governance, development and poverty reduction – both nationally and internationally</p> <p>Target 8.B: Address the special needs of the least developed countries Includes: tariff and quota free access for the least developed countries' exports; enhanced programme of debt relief for heavily indebted poor countries (HIPC) and cancellation of official bilateral debt; and more generous ODA for countries committed to poverty reduction</p> <p>Target 8.C: Address the special needs of landlocked developing countries and small island developing States (through the Programme of Action for the Sustainable Development of Small Island Developing States and the outcome of the twenty-second special session of the General Assembly)</p> <p>Target 8.D: Deal comprehensively with the debt problems of developing countries through national and international measures in order to make debt sustainable in the long term</p>	<p><i>Some of the indicators listed below are monitored separately for the least developed countries (LDCs), Africa, landlocked developing countries and small island developing States.</i></p> <p><u>Official development assistance (ODA)</u></p> <p>8.1 Net ODA, total and to the least developed countries, as percentage of OECD/DAC donors' gross national income</p> <p>8.2 Proportion of total bilateral, sector-allocable ODA of OECD/DAC donors to basic social services (basic education, primary health care, nutrition, safe water and sanitation)</p> <p>8.3 Proportion of bilateral official development assistance of OECD/DAC donors that is untied</p> <p>8.4 ODA received in landlocked developing countries as a proportion of their gross national incomes</p> <p>8.5 ODA received in small island developing States as a proportion of their gross national incomes</p> <p><u>Market access</u></p> <p>8.6 Proportion of total developed country imports (by value and excluding arms) from developing countries and least developed countries, admitted free of duty</p> <p>8.7 Average tariffs imposed by developed countries on agricultural products and textiles and clothing from developing countries</p> <p>8.8 Agricultural support estimate for OECD countries as a percentage of their gross domestic product</p> <p>8.9 Proportion of ODA provided to help build trade capacity</p> <p><u>Debt sustainability</u></p> <p>8.10 Total number of countries that have reached their HIPC decision points and number that have reached their HIPC completion points (cumulative)</p> <p>8.11 Debt relief committed under HIPC and MDRI Initiatives</p> <p>8.12 Debt service as a percentage of exports of goods and services</p>

<p>Target 8.E: In cooperation with pharmaceutical companies, provide access to affordable essential drugs in developing countries</p>	<p>8.13 Proportion of population with access to affordable essential drugs on a sustainable basis</p>
<p>Target 8.F: In cooperation with the private sector, make available the benefits of new technologies, especially information and communications</p>	<p>8.14 Telephone lines per 100 population 8.15 Cellular subscribers per 100 population 8.16 Internet users per 100 population</p>

The Millennium Development Goals and targets come from the Millennium Declaration, signed by 189 countries, including 147 heads of State and Government, in September 2000 (<http://www.un.org/millennium/declaration/ares552e.htm>) and from further agreement by member states at the 2005 World Summit (Resolution adopted by the General Assembly - A/RES/60/1, <http://www.un.org/Docs/journal/asp/ws.asp?m=A/RES/60/1>). The goals and targets are interrelated and should be seen as a whole. They represent a partnership between the developed countries and the developing countries “to create an environment – at the national and global levels alike – which is conducive to development and the elimination of poverty”.

18. EU Education SWAp Project

Mainstreaming of cross cutting issues

As indicated in the ToR, the Ahtisaari proposal allows for self-government in **Serb** majority municipalities (Section 1.3); in addition the ToR highlight **the particularly disadvantaged RAE communities, children and persons with disabilities in terms of access to the education system** (Section 1.4 and Section 4.1.3). The EU Project (Section 8.2, Special Requirements), as a whole will be used as a means of **raising awareness about, and promoting relevant cross-cutting issues and inclusion in its broadest sense, including all issues related to gender and social equity, non-majority communities, as well as children with special educational needs (including the gifted) and those with specific physical disabilities.** The dimension of **equal access to quality education** will be integrated at all levels of the project and will be a **joint responsibility of the consortium and MEST.** This will have the effect of contributing to the establishment of a suitable foundation for the **mainstreaming of cross-cutting issues, especially gender and social equity issues,** in the future. The project will follow the gender guidelines in the Gender Toolkit published on the EuropeAid website, but will also take into account the gender mainstreaming strategy developed by UNDP.

Cross cutting issues

Local authorities and development partners must integrate into their work a number of **system-wide issues: gender and social equity issues, inclusion (in its broadest sense, not exclusively special needs education), child rights, minority communities, and so on.** As has already been widely acknowledged (including by the **Millennium Development Goals**), **education is a fundamental right**

of all children and that has to be taken very seriously in order to provide equal access to quality education and to provide learning opportunities which allow all students to develop to their maximum potential. UNICEF is working with MEST to develop education indicators in line with those of UNESCO and these will be reviewed and utilised ensure that Kosovo is meeting, or approaching, international and European performance standards.

Inclusion

The issue of inclusion is still seen as an issue of participation and special needs education in Kosovo. However, UNICEF (primarily through the Child Friendly Schools initiative), the Kosovo Education Center (KEC) with its projects such as Social Justice, and also MEST, and with the Finnish Support to the Development of the Education in Kosovo project (FSDEK) have done a great deal to promote an **inclusive philosophy and approach through both educational policies and practices**. Individual learning plans, learner-centred instruction, differentiated learning, learning to respect diversity, intercultural and multicultural education and so on, are becoming more common in the education sector, but will need further support and development in the context of the new NCF.

The EU Education SWAp Project has an important role to play in strengthening inclusion in all three components through:

- * the process of **curriculum development**
- * **SCCTA and SCTL policies**
- * **support and capacity building at municipal and school level.**

As part of the inclusion agenda, the project can play an important role in **helping to develop social cohesion, respect of human rights, and the mainstreaming of gender issues** in all its activities and in the curriculum and teacher development process.