



Information gathering template prepared for the Global Education Monitoring Report 2021 - Central and Eastern Europe, the Caucasus and Central Asia - Inclusion and education: All means all.

Kosovo*

This profile has been commissioned by NEPC as an input for the 2021 regional report on inclusion and education in Central and Eastern Europe, the Caucasus and Central Asia. This version is a working draft and will be subject to further copy-editing. Its content has not been edited nor verified by the GEM Report team. The views and opinions expressed in this paper, including anecdotal evidence from interviews, are those of the interviewees or researchers of this profile and should not be attributed to the Global Education Monitoring Report, to UNESCO or to NEPC. The information in this document was current in June 2020. The profile can be cited with the following reference: “Profile commissioned by NEPC for the Global Education Monitoring Report 2021 - Central and Eastern Europe, the Caucasus and Central Asia - Inclusion and education: All means all”. For further information, please contact gemreport@unesco.org.

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2021

*References to Kosovo shall be understood to be in the context of Security Council Resolution 1244 (1999).

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Introduction

The template for the Profiles was a survey designed to collect information from countries and territories in order to collect structured information to be used as the basis for the GEM Regional Report analysis work.

The survey respondents were specifically requested to not focus exclusively on children with disabilities, but include information on all of the groups considered to be vulnerable to exclusion or at risk of being marginalised, stereotyped or subject to discrimination, including for reasons such as gender, location, poverty, ethnicity, language, beliefs and religion, migration or displacement status, sexual orientation or gender identity expression.

The overall goal for the Profile was that the information provided in relation to each country and territory identifies:

- 1.challenges (barriers and hinderances) and opportunities (support and ways forward) for the implementation of inclusion in education policies;
- 2.the ways in which countries and territories monitor inclusion and exclusion in education (at individual and system levels);
- 3.challenges (barriers and hinderances) and opportunities (support and ways forward) for supporting inclusion in education created by sectors other than education and arrangements needed to co-ordinate work among government sectors, tiers of government and with other stakeholders to overcome overlapping dimensions of exclusion;
- 4.key policy solutions that are being implemented and key drivers of policy change.

The Profile begins with background information on the people completing the template.

The next section provides a short descriptive overview of the education system of inclusive education.

This is followed by main sections presenting quantitative and qualitative data linked to each of the seven themes for the report:

- 1.laws and policies;
- 2.governance and finance;
- 3.data;
- 4.curricula, learning materials and assessment;
- 5.teachers and support personnel;
- 6.schools;
- 7.communities, parents and students.

Each section begins with a key guiding question (marked in italic text) that frames the overall information provided. This is followed by the specific questions on the main issues for the topic that should be answered.

Sections 1 and 2 focus on information relating to legislation and policies.

Section 3 focuses upon available data and the aims and procedures for data collection.

Sections 4 to 7 focus on information relating to policies and policy implementation in practice.

The information provided focuses on compulsory education (i.e. potentially -pre-primary, primary and lower secondary, and possibly upper secondary education). Only specific issues related to inclusion in early childhood education and post-compulsory education were considered when necessary.

Survey reply and respondents

Has the information in this profile been discussed with and validated by a government representative?

No

Which other people have been key informants? What is their professional role?

Lulavere Kadriu Behluli, Head of Division for Education of Children with Special Needs, Ministry of Education, Science and Technology (MEST)

Shqipe Bruqi, Statistics Officer, Education Management Information System (EMIS)

What was the main challenge during the preparation of the profile?

The COVID-19 situation caused considerable disruption in communication between authors of this report and our key informants. However, we were able to acquire information needed for this report.

Please list the 5 most informative sources on inclusion in education (academic papers, policy reviews, evaluation studies etc.) published since 2015 and provide links to the originals:

1. Mehmeti S., Boshtrakaj L., Mehmeti F.: Mid-term Evaluation: Implementation of Kosovo Education Strategic Plan 2017 – 2021, Prishtina: KEEN, 2020. http://www.keen-ks.net/site/assets/files/1474/vleresim_afatmesem_i_psak_eng.pdf
2. Saqipi B: Integrating the Roma, Ashkali and Egyptian Communities in the Education System in Kosovo - A monitoring report. Prishtina: KOSINT2020
3. Aliu J., Rraci E., Bajrami K.: Management of Pre-University Education in Kosovo, Prishtina: KEEN, December 2018. https://www.keen-ks.net/site/assets/files/1456/raporti_per_menaxhimin_e_arsimit_parauniversitar_eng-1.pdf
4. Kosovo Agency of Statistics (KAS). Education Statistics in Kosovo 2018/19. June, 2019. <https://masht.rks.gov.net/uploads/2019/08/education-statistics-2018-2019.pdf>
5. Hunt P.F.; Belegu-Caka V.: Situation analysis: children with disabilities in Kosovo, Prishtina: Unicef, 2018. <https://www.unicef.org/kosovoprogramme/media/216/file/KOS-SITAN-ENG.pdf>

If internal, non-public or working documents were used, please add a note here.

Education system overview

(i) Provide a brief (maximum 1 page) narrative of the compulsory educational system. Specifically, provide information about:

a. the different types of schools, institutions and educational provision within the system and the age range / ISCED levels of learners they cater for

The Pre-University Education System in Kosovo consists of four major levels:

Pre-School Education (ISCED 0, age 0-5),

Primary Education (ISCED 1, grades 1-5, age 6-10),

Lower Secondary Education (ISCED 2, grades 6-9, age 11-14),

Upper Secondary Education (ISCED 3, grades 10-12, age 15-18).

Pre-School Education is organized by specialized pre-school institutions for children aged 0-5, and is characterized by a very low attendance rate compared to other Western Balkans countries, primarily due to limited intake capacity.

On the other hand, pre-primary level (Grade 0) is offered in specialized pre-school institutions and most elementary schools in Kosovo as a preparatory program for primary level. Whereas pre-primary education offered in elementary schools is free, and funded from the Kosovo Budget, costs of attendance in specialized public pre-school institutions are shared between parents and municipalities.

Elementary Education is **compulsory** and comprises of 5 years of primary, and 4 years of lower secondary education. Primary school classes are taught by one general teacher, whereas lower secondary school classes are taught by subject teachers usually specializing in one or two subject disciplines. From the organizational point of view, primary and lower secondary schools can be separated or united in single education institutions.

Upper Secondary Education in Kosovo has two major streams: *General Secondary Education ("Gymnasium")* and *Vocational Education*. There are two general secondary school programs with focus on Hard Sciences and Social Sciences. Duration of schooling is three years and, upon completion, students can take the state Matura exam if they wish to pursue university studies. Vocational Schools in Kosovo feature 17 different fields of study, each of them with significant number of profiles training students for certain vocations. As a rule, general secondary schools and vocational schools are separated, but there are combined schools in smaller towns offering both general education and vocational streams.

b. the different authorities responsible for different types of provision etc.

Pre-University Education System in Kosovo (ISCED 0-3) is decentralized and public education institutions at this level are effectively run by local authorities. Municipalities are responsible for hiring of teachers and school principals, paying of staff salaries, infrastructure and school maintenance, staff training, monitoring of schools at all pre-university levels, etc. On the other hand, the central government is responsible for curricula and textbooks, school inspection and teacher licensing. Operation of schools is funded from the Special Education Grant allocated to the

municipalities on per-capita basis by the central government, whereas municipalities may allocate funds for goods and services to schools based on a certain municipality-to-school funding formula.

Private pre-university educational institutions may be founded by any legal person registered in Kosovo, or by a citizen or group of citizens of Kosovo, and require license from the Ministry of Education. Their work is also overseen by the Ministry of Education rather than municipalities.

c. any major external support programmes provided in the past 5 years e.g. bilateral - GIZ (German Society for International Cooperation) and USAID; or multi-lateral e.g. UNICEF, European Union, ADB (Asian Development Bank).

GIZ funded Capacity Development in the Basic Education Sector in Kosovo (CDBE) (2010-ongoing)¹ focuses on improving school development and teaching quality through in-service training and setting foundations for non-formal education programs. The main results achieved in the period 2010-2019 are: 1) Around 1,200 school principals and senior teachers have completed management training courses; 2) More than 4,500 teachers have taken part in various training modules for teaching mathematics, natural sciences and student assessment with most of them attending several courses; 3) 21 learning communities involving over 100 schools are benefitting from intensive exchanges and functional committees; 4) The education strategy supported by the project for the years 2017 to 2021 implements national targets and concepts for the education sector and draws together the discussions and commitment of all stakeholders; 5) Through the education campaign, 130,000 signatures were collected with the aim of increasing the awareness of policy-makers in making education a priority; 6) More than 70,000 children have benefitted directly from the project support on educational reintegration of returnees and ethnic minorities.

WB Kosovo Education System Improvement Project (ESIP) (2017-ongoing)² aims at strengthening planning, financial management, and evaluation capacities at different levels of the education sector, including the national, the municipal and the school and university level, as well as to enhance and modernize the systems and practices of data management and analysis in the education sector. It also aims at supporting and institutionalizing the teacher career system, facilitating the use of international best practices in student assessment and evaluation, and enhancing the capacities and responsiveness of tertiary education institutions to the labor market. As the project focuses at the system level, the project benefits everyone, across all levels, in the education system. In particular, a subcomponent of School Development Grants will support schools in poorer rural areas, covering approximately 45,000 students (around 20 percent of all primary schools).

EU-funded Improved Capacity building for teachers' professional development (trainings of pre-school and primary teachers) in Kosovo (2018-ongoing) contributes to enhancing the quality of pre-university education sector in Kosovo through provision of capacity building services at local/municipal level, introduction of a teacher mentoring system in Kosovo school system and establishment of a transparent teacher recruitment system.

¹ <https://www.giz.de/en/worldwide/21123.html>

² <https://projects.worldbank.org/en/projects-operations/procurement-detail/OP00044265?lang=en&id=OP00044265>

UNICEF Kosovo Program (2016-2020)³ focuses on ensuring that vulnerable and excluded children have similar opportunities as their peers in accessing accessible and friendly services and opportunities for their growth and development; strengthening the capacities of institutions at central and local level to develop and deliver quality services for children; and supporting children, adolescents, girls and boys, parents and communities to ask for their rights and participate in the development of their communities so that no child is left out. Emphasis is put on closing equity gaps between the majority of the population and Roma, Ashkali and Egyptian communities, addressing gender, urban and rural disparities and on issues affecting children with disabilities.

The EU Twinning Project (2014-2017)⁴ had its main focus on the introduction of the new Kosovo curriculum by helping teachers during the piloting and implementation phase, the development of a quality assurance strategy and the provision of teaching and learning resources for school teachers. The project trained in total 2,200 teachers in Math, Language and Communication, Natural Science, Social Studies and Physical Education with the aim of implementing the new curriculum implementation. The pool of these trained teachers serves a good resource for schools. In addition, the project has assisted University of Prishtina, Faculty of Education to develop an Institute for Research and Development to a) develop in-service teacher education and to a) promote educational research. Also, the project helped MEST develop the Quality Assurance Strategy which was approved by the Kosovo Government, as well as a set of bylaws for implementation of the Strategy.

There have been various **different EU projects focusing on ICT in Education (2009-2017)**. The overall objective of the IPA 2013 funded ICT and e-learning in Education Project - Phase II was to support the Kosovo government in improving the quality and efficiency of education and training services through the integration of ICT technology into the teaching and learning process. The objectives of this project have complemented the work done under the IPA 2008 Pilot project 'EU IT Pilot Project in the field of Education'. In addition, the project "Supply of IT Equipment and LAN Infrastructure to Schools and Training Centre in Kosovo" has provided 31 local area networks, to 30 different schools throughout Kosovo and to one training center in Prishtina. The program was developed and owned jointly by both the Ministry of Education and the University of Prishtina.

USAID's Basic Education Program (2010- 2016)⁵ aimed to improve the capacity of Kosovo's schools to provide relevant skills for its students and to improve Government of Kosovo's institutional capacity in the education sector and the quality of primary education. The project was implemented by FHI360 in partnership with KEC. Its main achievements were: 1) Enhanced School Management Capacities in the Decentralized Environment by improving the management skills of school directors, school boards, and MEDs in the areas of planning, school management and quality assurance; 2) Strengthened Assessment of Learning Outcomes by improving capacities to develop and implement new school-based and potentially national assessments tied to the new curricula at the local, municipal,

³ <https://www.unicef.org/kosovoprogramme/>

⁴ <http://www.findglobal.com/XK/Pristina/470387613115729/EU-Twinning-Kosovo-Education>

⁵ https://pdf.usaid.gov/pdf_docs/PA00MPH2.pdf

and central levels; 3) Improved In-service Teacher Training by assisting MEST in providing in-service teacher training reform

(ii) Are there specific features of the compulsory education system that impact on inclusion that should be kept in mind when reading the response?

Area	Yes/No	Description of the feature
Early tracking of learners into a particular educational pathway	No	
'Double-shift' patterns to the school day (i.e. learners attend for either a morning or afternoon session)	Yes	Double shifts are still typical for some urban areas due to overpopulation and limited intake capacity of schools.
Grade retention	No	
Multiple languages of instruction	Yes	Education provision in Kosovo schools is organized in four language streams: Albanian, Serbian, Turkish and Bosnian. It should be noted that Serbian language stream in Kosovo schools operates effectively within the Education System of the Republic of Serbia.
Policies on access to compulsory education in local schools	Yes	Each primary and lower secondary school in Kosovo is required to admit all children of compulsory age living within its catchment area. The school director decides about the enrolment of children under the minimum compulsory school age based on recommendation by school professional-psychological service. Municipality decides on enrolment of children living outside school's catchment area based on application from parents. Children with special needs of compulsory school age should also be allocated to the closest school, whereas enrolments in special schools are justified only where, after expert assessment, it is considered impractical to enroll a child in a regular municipal school.

(iii) In the education system which groups are considered to be vulnerable to exclusion from education? Who has identified these groups as being vulnerable to exclusion?

In general, there are two groups of children considered vulnerable to exclusion in Kosovo:

1. Roma, Ashkali and Egyptian⁶ communities in Kosovo constitute less than 2% of the population and are considered to be the most vulnerable group from the perspective of social inclusion. The three communities, which share common characteristics, face the problem of life in poverty, segregation, difficult access to social services, housing, discrimination etc.

2. Children with disabilities are considered to be highly underrepresented within the Education System. The types of disability identified in the school system include intellectual, physical, communicative, autism, emotional, Down syndrome, hearing and speech impairment. Children with disabilities are estimated to be roughly 2.1 per cent of students in school but are estimated to be around 15 per cent of the population based on global estimates for the prevalence of disability. This gives a rough idea of the extent to which they are excluded. It is estimated that 38,000 children with disabilities in Kosovo are not attending school.⁷

(iv) Please provide a brief narrative overview of the historical development of inclusion of vulnerable groups in education.

Roma Ashkali and Egyptians

According to the 2011 population census, 35,784 Roma, Ashkali and Egyptians (8,824 Roma, 15,436 Ashkali and 11,524 Egyptians) reside in Kosovo. There is also an undetermined number of community members who live as refugees or asylum seekers in other countries and may return to Kosovo in the near future. Despite difficult economic situations, poverty and inter-ethnic tensions, participation of Roma, Ashkali and Egyptian communities in education has improved in the last couple of years. According to a study by the Kosovo Statistics Agency^{8 9} the literacy level of the Roma, Ashkali and Egyptian communities is lower than that of the majority population and the same appears to apply to the educational attainment level of communities. Main data of this study that refer to the educational level of the communities are presented below:

Literacy skills – Percentage of the youth of age between 15-24 who are able to read short sentences about everyday life or who have attended secondary or higher education:

(a) Females – 72.8 % (98% nationally).

(b) Males – 86.5 % (97.6% nationally).

Attendance in early childhood education – Percentage of children of 36-59 months of age attending any pre-school program: 16.1% (13.9% nationally).

School preparation programs – Percentage of children in grade one who have attended pre-primary schooling in the previous year: 53.9 % (75.5 % nationally).

Net level of registration in primary education: 68.1% (91.6% nationally).

⁶ Egyptians in the Balkan countries are widely recognised as ethnic group sharing common characteristics with Roma (Gypsies) and should not be confused with citizens of the Arab Republic of Egypt.

⁷ <https://www.unicef.org/kosovoprogramme/press-releases/estimated-38000-children-disabilities-kosovo-are-not-attending-school>

⁸ Kosovo Agency of Statistics, Roma, Ashkali and Egyptian Communities in the Republic of Kosovo, Multiple Indicator Cluster Survey 2013-2014.

⁹ Kosovo Agency of Statistics, Monitoring of the situation of children and women, Multiple Indicator Cluster Survey 2013-2014.

Percentage of children of primary school age currently attending primary or secondary education: 85.3 % (98% nationally).

Percentage of lower secondary school age children currently attending lower secondary or secondary school: 65.0 % (95.9% nationally).

Percentage of children of secondary school age currently attending secondary school or more: 30.3 % (82% nationally).

Working children – Percentage of children of 5-17 years of age, who are engaged at work: 16.6 % (10.7% nationally).

Children with Disabilities

“A Situation Analysis commissioned by UNICEF in 2016 found that children with disabilities are one of the most marginalized groups in Kosovo. Lack of data is found to be the main constraint in addressing their needs as well as a lack of definition of disability. It is difficult to determine how many children with disabilities are in Kosovo, who and where they are, and what types of services are needed and provided. The 2011 Census failed to provide accurate data on persons with disabilities in Kosovo. Data collection is made even more difficult because there is no harmonization of mechanisms and systems among ministries. While the Ministry of Labor and Social Welfare collects data on disability benefits but not on the specifics of each person’s functional abilities (what leads to the benefit), the Ministry of Education is collecting data according to “special educational needs” (not functional abilities or disability in the traditional sense), according to a list of 10 types of impairments: autism, communication and language impairments, Down’s Syndrome, emotional and behavior disorders, hearing impairments, intellectual impairments, learning difficulties/disorders, multiple impairments, physical impairments, and visual impairments. While the information is collected at the school level, and may be used in the future for purposes of funding, it is highly unlikely that the data is reliable or rigorous since it lacks adequate supporting documentation.”

Hunt P.F.; Belegu-Caka V.: Situation analysis: children with disabilities in Kosovo, Prishtina: Unicef, 2018.

<https://www.unicef.org/kosovoprogramme/media/216/file/KOS-SITAN-ENG.pdf>

Section 1: Laws and policies

What is the framework of legislation, policy and guidelines for supporting the development of an inclusive education system?

Have international/UN conventions/declarations to protect the rights of groups who are potentially vulnerable to discrimination and exclusion been integrated into national and/or regional law?

Convention/declaration on	Law	Comments
Child rights (UNCRC)	<p>1. Constitution of the Republic of Kosovo https://gzk.rks.gov.net/ActDetail.aspx?ActID=3702</p> <p>2. Law No. 04/L –032 on Pre-University Education in the Republic Of Kosovo https://gzk.rks.gov.net/ActDetail.aspx?ActID=2770</p>	<p>1. According to Art. 22 of the Constitution, Human rights and fundamental freedoms guaranteed by eight international agreements and instruments are guaranteed and 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. One of the eight items listed is the UNCRC.</p> <p>2. UNCRC is specifically referred to in the context of inclusive education (Art. 2 and 40)</p>
Disability (UNCRPD)	<p>Law No. 04/L –032 on Pre-University Education in the Republic Of Kosovo https://gzk.rks.gov.net/ActDetail.aspx?ActID=2770</p>	<p>UNCRPD is specifically referred to in the context of inclusive education (Art. 2 and 40)</p>
Gender (Convention on discrimination against women CEDAW)	<p>Constitution of the Republic of Kosovo https://gzk.rks.gov.net/ActDetail.aspx?ActID=3702</p>	<p>According to Art. 22 of the Constitution, Human rights and fundamental freedoms guaranteed by eight international agreements and instruments are guaranteed and 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. One of the eight items listed is the CEDAW.</p>
Ethnicity or language (UN Declaration on Rights of		<p>There is no specific reference to this particular document in the relevant legislation, but there</p>

persons belonging to National, ethnic, religious and linguistic minorities)		are references to similar documents – see the row below.
The Council of Europe Framework Convention for the Protection of National Minorities https://rm.coe.int/16800c10cf	Constitution of the Republic of Kosovo https://gzk.rks-gov.net/ActDetail.aspx?ActID=3702	According to Art. 22 of the Constitution, Human rights and fundamental freedoms guaranteed by eight international agreements and instruments are guaranteed and 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. Three of the eight items listed are: -The Council of Europe Framework Convention for the Protection of National Minorities; - European Convention for the Protection of Human Rights and Fundamental Freedoms and its Protocols - Convention on the Elimination of All Forms of Racial Discrimination
European Convention for the Protection of Human Rights and Fundamental Freedoms and its Protocols https://www.echr.coe.int/Pages/home.aspx?p=basic-texts&c=		
Convention on the Elimination of All Forms of Racial Discrimination https://treaties.un.org/doc/c/Treaties/1969/03/19690312%2008-49%20AM/Ch_IV_2p.pdf		

Provide an overview of general education legislation impacting on the inclusion of learners from vulnerable groups:

Name and link	Year and status (enacted, under preparation etc.)	Description of key content
Law No. 04/L –032 on Pre-University Education in the Republic Of Kosovo https://gzk.rks-gov.net/ActDetail.aspx?ActID=2770	2011 Enacted	Basic law which prescribes the major responsibilities of the central government in administering the Education System: to develop policies, draft and implement legislation; to promote a non-discriminatory education system and protection of vulnerable groups; to manage a system of licensing and certification of all teachers; to

		set the criteria for the evaluation and assessment of pupils in educational and/or training institutions; to organize and manage external assessment, and so on. In addition, the Government of Kosovo, through MEST and government agencies, retains responsibility for developing the Kosovo Curriculum Framework, setting standards related to its implementation, teaching personnel and school space, responsibility for inspection, etc.
Law No.03/L-068 on Education in the Municipalities of the Republic of Kosovo https://gzk.rks.gov.net/ActDetail.aspx?ActID=2543	2008 enacted	Essentially, this Law devolves certain responsibilities for managing Education System from central to local level, and is part of a larger decentralization package. Also, the Law regulates special rights of the Serbian community to use curricula and textbooks from the Republic of Serbia.
Law No. 02/L-52 on Pre-school Education https://gzk.rks.gov.net/ActDetail.aspx?ActID=2401	2006 enacted	Establishes a general regulatory framework for this level with particular focus on funding, employment of qualified staff, qualification of specialists, collection of data on children, supervision and discipline of staff, and curriculum.
Law No.06/L-046 on Education Inspectorate https://gzk.rks.gov.net/ActDetail.aspx?ActID=17744	2018 enacted	Determines two major types of education inspection: administrative-legal and pedagogical inspection. Education inspection remains one of the reserved powers of central government and also includes responsibility for teacher licensing.

Provide an overview of education policy or guidelines impacting on inclusion of learners from vulnerable groups:

Name and link	Year and status (enacted, under preparation etc.)	Description of key content
Administrative Instruction No. 19/2018 on Establishment and	2018 enacted	The bylaw provides basis for supporting the operation of learning centers serving Roma, Ashkali and Egyptian communities across Kosovo. As a rule, learning centers

<p>Functioning of Learning Centers</p> <p>https://masht.rks.gov.net/uploads/2018/12/ua-nr-19-masht-per-themelimin-dhe-funksionimin-e-qendrave-mesimore-x.pdf</p>		<p>are run by grassroots NGOs and tend to use the capacity of the respective community to help their members.</p> <p>Typically, learning centers run school enrolment campaigns and provide homework assistance to children of compulsory school age, which leads to significant improvements in attainment.</p>
<p>Guidelines for implementing Administrative Instruction No. 19/2018 on Establishment and Functioning of Learning Centers</p> <p>https://masht.rks.gov.net/uploads/2019/12/udhezues.pdf</p>	<p>2019 enacted</p>	<p>This document provides step by step guidance on establishment and functioning of learning centers as stipulated in the Administrative Instruction No. 19/2018.</p>
<p>Administrative Instruction No. 8/2018 on establishment and enforcement of teams for prevention and response of drop out and non-enrolment in compulsory education</p> <p>https://masht.rks.gov.net/uploads/2018/06/8-ua-masht-nr-08-2018-per-themelimin-dhe-fuqizimin-e-ekipeve-parandalimdhe-kbmnapu.pdf</p>	<p>2018 enacted</p>	<p>This bylaw determines general principles, composition and responsibilities of teams for prevention of drop-out and non-enrolment in compulsory education (TPDONE). Such teams should be established in each school and each municipality and take all necessary measure to ensure enrolment of children of school age in compulsory education ,and prevent the drop out. Their primary target group are children from vulnerable groups. The bylaw introduces early Warning module of the Education Management Information System to help the Ministry review its policies and priorities in this field.</p>
<p>Administrative Instruction No. 6/2016 on conditions and criteria for assessment of persons with special needs</p>	<p>2016 enacted</p>	<p>The purpose of this bylaw is to ensure optimal conditions for students with disabilities taking the State Matura Exam, which is necessary for all secondary school leavers who want to pursue university studies. The bylaw defines necessary logistical and practical arrangements for</p>

https://gzk.rks.gov.net/ActDocumentDetail.aspx?ActID=15193		<p>examinees with various types of impairment: hearing, vision, mental and physical impairments.</p>
<p>Administrative Instruction No. 16/2017 on professional assessment of children with special educational needs</p> <p>https://masht.rks.gov.net/uploads/2017/12/16-ua-masht-nr-16-vleresimi-pedagogjik-i-femijeve-me-nevoja-te-vecanta-arsimore.pdf</p>	<p>2017 enacted</p>	<p>The bylaw stipulates mechanisms and procedure for assessment of children with special educational needs, including children with disabilities. The purpose of the assessment process is to determine learning needs and place the learner in the most suitable institution to meet his/her needs.</p>
<p>Administrative Instruction No. 52/2007 – Implementation of the Guide for identification, assessment and education of students attending special education</p> <p>https://masht.rks.gov.net/uploads/2015/05/52-ua-per-udhezuesin-per-vleresim.pdf</p>	<p>2007 enacted</p>	<p>The bylaw provides detailed guidance on the procedure for assessment of children with special educational needs. The Ministry of Education organized training for assessment teams on this topic.</p>
<p>Administrative Instruction No. 24/2014 on conversion of attached classrooms to resource rooms</p> <p>https://masht.rks.gov.net/uploads/2015/05/24-2014-ua-1.pdf</p>	<p>2014 enacted</p>	<p>This bylaw is one step towards integration of students with disabilities in mainstream classrooms. It replaces the previous concept of classrooms attached to mainstream schools to serve students with disabilities with the concept of the resource room which facilitates their inclusion in mainstream classes. Resource rooms serve for individual work with students with special educational needs and provide other resources needed for their successful integration in mainstream classes. Also, the bylaw introduces the concept of support teacher who works with students with special</p>

		educational needs in close cooperation with other class teachers.
Government of Kosovo Regulation GRK No. 21/2013 on the Protocol for Prevention and Referral of Violence in Pre-University Institutions, https://masht.rks.gov.net/uploads/2015/06/rregullore-qrk-nr-21-2013-per-protokollin-per-parandalimin-dhe-referim.pdf	2013 enacted	The Government of Kosovo approved the Protocol on Prevention and Referral of Violence in Pre-University Education Institutions which emphasizes the legal and institutional responsibilities of each individual and body inside and out of schools and other institutions in relation to the prevention, referral and treatment of violence in schools. The Protocol stipulates the modes of inter-agency cooperation in addressing the issues of violence in schools, including schools, education, healthcare and social welfare authorities, as well as the Police Force.

Please describe any specific plans and strategies designed to support inclusion in education (e.g. national strategy on migrant learners):

Name and link	Year and status (approved, under preparation etc.)	Description of the focus
Kosovo Education Strategic Plan 2017-2021 https://masht.rks.gov.net/uploads/2017/02/20161006-kesp-2017-2021.pdf	2016 Approved	This strategic plan is the basic document for the development of the education sector in Kosovo in the period 2017-2021. One of the seven strategic objectives of the Plan is related to participation and inclusion: “Increasing participation and providing equal opportunities for the development, training, and education of every individual in pre-university education”. To a large extent this objective focuses on children from marginalized groups, in particular children with disabilities, as well as Roma, Ashkali and Egyptians. The Strategy has a costed action plan.

<p>Strategy for Inclusion of Roma and Ashkali Communities In the Kosovo Society 2017-2021</p> <p>https://kryeministri-ks.net/wp-content/uploads/docs/ANG-STRATEGJIA_P%C3%8BR_P%C3%8BRFSHIRJEN_E_KOMUNITETEVE_ROM_DHE_ASHKALI_N%C3%8B_SHOQ%C3%8BRIN%C3%8B_KOSOVARE_2017-2021.pdf</p>	<p>2017 Approved</p>	<p>This strategy represents a continuation of the policies of the Government of the Republic of Kosovo that serve for strengthening the multi-ethnic and multi-cultural character of the Kosovo society. The document is based on the EU Framework on National Strategies for Integration of Roma until 2020. The Framework identifies four priority fields that need to be addressed by the national strategies: education, employment and social welfare, health, and housing. The strategic objective for Education is:</p> <p>“Increase inclusion and provide opportunities for personal development, training and education for members of the Roma and Ashkali communities”</p> <p>The Strategy is well connected to the education strategic plan above, and focuses on participation, school performance and awareness rising. Although the Egyptian community was formally left out of this strategy upon request of political leaders from this community, the Strategy is effectively applied for Kosovo Egyptians as well. The Strategy has a costed action plan.</p>
<p>National Strategy on Rights of Persons with Disabilities in the Republic of Kosovo 2013-2023</p> <p>http://www.kryeministri-ks.net/repository/docs/STRATEGJIA_NACIONALE_PER_TE_DREJTAT_E_PERSONAVE_ME_AFTESI_TE..._Shq+Ser+Ang.pdf</p>	<p>2013 Approved</p>	<p>This Strategy aims to provide a stable framework of actions to address the challenges and obstacles of persons with disabilities. As a follow up, the Government has developed several costed action plans for implement the Strategy. One of the five strategic objectives is about education:</p> <p>“Creating conditions for inclusion in education and professional support for children with special needs”</p> <p>The Government commits to meeting all requirements for successful integration of people with disabilities in the education system including learning according to individual education plans, early identification and education of children with disabilities, , appropriate trainings and support for professionals working with children with disabilities, etc.</p>
<p>Strategy on the Rights of the Child 2019-2023</p>	<p>2019 Approved</p>	<p>This strategic document aims to establish a comprehensive policy framework and at the same time to serve as a base for other sector strategies, in order to influence, to the greatest extent possible, the unification of institutional efforts within</p>

https://konsultimet.rks-gov.net/Storage/Consultations/40542-UpdEn.pdf		<p>the reform of the system as a whole, in particular, the system referring to the rights of child. These policies refer to the child's life cycle, including prenatal, infancy, childhood and adolescence care, by prioritizing the most marginalized children. One out of five strategic objectives of this Strategy is about education of children, mainly focusing on rights of marginalized groups with specific mention of children with disabilities, as well as Roma, Ashkali and Egyptians.</p>
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Is there a definition of inclusion in education?

No No information available Yes

If yes, please provide the definition and give the official source:

The Law No. 04/L–032 on Pre-University Education in the Republic Of Kosovo (<https://gzk.rks-gov.net/ActDetail.aspx?ActID=2770>) defines inclusive education in Article 2 (“Definitions”) in the following way:

“Inclusive education - defined according to the provisions of the UN Convention on the Rights of the Child (1989), the UNESCO Salamanca Statement (1994), and the UN Convention on the Rights of Disabled Persons (2007).”

Principle of Inclusive Education is defined in Article 40 of the Law:

“1. It is the explicit intention of this Law that the principle of inclusive education should be applied in the Republic of Kosovo as best practice in accordance with international norms as set out in the UNESCO Convention on the Rights of the Child (1989), the Statement of Salamanca (1994), the UN Convention of the Rights of Disabled Persons (2007) and other relevant international conventions or recommendations.

2. The principle of inclusive education is that:

2.1. educational and/or training institutions should accommodate all children regardless of their physical, intellectual, social, linguistic or other conditions and should promote integration and contact between children,

2.2. that relevant support should be offered based on pupils’ individual needs; and

2.3. separate educational settings or special schools are justified only where after expert assessment it is considered impractical to enroll a child in a regular municipal school or training institution.”

If no, please give further information:

Is there a definition of vulnerable groups?

No No information available Yes

There is no specific definition of vulnerable groups in the Kosovo education legislation, but the Law No. 04/L–032 on Pre-University Education in the Republic Of Kosovo (<https://gzk.rks-gov.net/ActDetail.aspx?ActID=2770>) contains three specific references on vulnerable groups:

1) Article 3 sets general principles of the Pre-University Education, one of them being:

“In planning, managing and delivering the system of pre-university education, the Ministry, municipalities and educational and/or training institutions shall have regard to the internationally accepted norms of Education for All, the rights of the child, the **protection of vulnerable groups within society** and the promotion of gender equality.”

2) Article 4 is titled “Protection of vulnerable groups”. However, the content is general and speaks about protection of children from various forms of violation of their rights, including corporal punishment. Also, in the course of academic work, the need to offer pupils “a balanced presentation of opposing views” is emphasized.

3) Article 5 describes the duties and responsibilities of the Ministry, one of them being “to promote **the protection of vulnerable groups** within the education and training system, the health and welfare of pupils and employees of educational and/or training institutions, and measures to prevent drop-out”;

Groups that require special policy or practice (disadvantaged groups): It refers to groups consisting of individuals such as women, young people, long-term unemployed and disabled people who have more difficulties in education or employment compared to other groups.

MoNE’s 2019-2023 Strategic Plan

Is there a definition of special educational needs?

No No information available Yes

If yes, please provide the definition and give the official source:

Article 39 of the Law No. 04/L–032 on Pre-University Education in the Republic Of Kosovo (<https://gzk.rks-gov.net/ActDetail.aspx?ActID=2770>) defines: Special Educational Needs

“1. A child has learning difficulties if:

1.1. the child has a significantly greater difficulty in learning than the majority of children of that age; or

1.2. the child has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided for children of his or her age in educational and/or training institutions.

2. A child is not to be taken as having a learning difficulty solely because the language, or form of the language, in which he or she is taught is different from a language, or form of a language, which has at any time been spoken in his or her home, or because he or she belongs to a particular community; in such cases the municipality shall ensure that efficient support in the language of instruction is provided to the child.

3. 'Special educational provision' for a child means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of his or her age in educational and/or training institutions established in the municipality.

4. Special educational provision is not limited to children with learning difficulties but also extends to particularly gifted children who may require modifications in the normal pattern of progress through the system of compulsory education, including the curriculum."

If no, please give further information:

Please provide information on any future developments planned for inclusion in education.

Inclusion oriented plans of the Government are usually guided by the strategic documents specified above.

Kosovo Education Strategic Plan 2017-2021 has eight expected results with regard to its strategic objective on participation and inclusion:

Participation in quality pre-school education reaches 20% of children aged 0-5;

All 5-year-old children are included in pre-primary quality education;

50% of children with special needs are included in the pre-university education system;

Inclusion of children of Roma, Ashkali and Egyptian communities in primary education has increased by 10%, while in lower and upper secondary education has increased by 20%;

All repatriated children are included in the education system and strengthen the mechanisms for organizing education in Diaspora;

Effective mechanisms to prevent dropout and non-enrolment in pre-university education are established;

There are mechanisms and programs for identification and support of children with exceptional intellectual potential and special talents in academic, creative and artistic fields;

There are effective mechanisms and policies in place to promote diversity through an integrated education system.

Strategy for Inclusion of Roma and Ashkali Communities In the Kosovo Society 2017-2021 has three education-related outcomes:

Participation of Roma and Ashkali community members in education has been improved;

Performance of learners and students of Roma and Ashkali communities has been improved;

Key stakeholders have been sensitized to support the education of Roma and Ashkali community members.

Each result/outcome is broken down into a number of strategic measures and included in the respective costed action plan.

Please provide information on any reports, evaluations and/or reviews of legislation and/or policy relating to inclusion in education, since 2015. This could include official and parallel reports on UNCRPD etc.

Numerous situational analysis reports related to inclusion were produced in Kosovo since 2015, three of them calling for special mention:

1) Hunt P.F.; Belegu-Caka V.: Situation analysis: children with disabilities in Kosovo, Prishtina: Unicef, 2018.

<https://www.unicef.org/kosovoprogramme/media/216/file/KOS-SITAN-ENG.pdf>

This Situation Analysis took place from December of 2016 until December of 2017, and aimed to: identify the main causes of child rights violations in Kosovo, particularly violations of the rights of children with disabilities vis-à-vis the Convention on the Rights of Persons with Disabilities and, assess the barriers and opportunities for access and participation of children with disabilities. Designed as a qualitative study, the research included a desk review and field research. Particular attention was paid to ensuring the participation of children with disabilities and families from the Roma, Ashkali and Egyptian communities in Kosovo.

2) Mehmeti S., Boshtrakaj L., Mehmeti F.: Mid-term Evaluation: Implementation of Kosovo Education Strategic Plan 2017 – 2021, Prishtina: KEEN, 2020.

http://www.keen-ks.net/site/assets/files/1474/vleresim_afatmesem_i_psak_eng.pdf

This report presents a summary of monitoring results on the implementation of the Kosovo Education Strategic Plan (KESP) during the period 2017 – 2019. Moreover, the report provides a detailed assessment of the implementation of measures foreseen, achievement of indicators defined and consequently accomplishment of strategic objectives during the first three years of the KESP implementation. The monitoring took place in 2019 and was focused on seven strategic objectives of KESP. In addition to the analysis and review of available data, including strategic documents, analysis, statistical data and reports published in the area, interviews were conducted with senior officials from respective divisions in the MEST and representatives of civil society organizations engaged in the area of education.

3) Saqipi B: Integrating the Roma, Ashkali and Egyptian Communities in the Education System in Kosovo - A monitoring report. Prishtina: KOSINT2020.

This report provides a summary of monitoring of the implementation of the Strategy of the Integration of Roma and Ashkali Communities in the Kosovar society 2017-2021, with a clear focus on the dimension of education. In addition, the monitoring report includes also the measures and activities of the KESP 2017-2021 sections on the integration of Roma, Ashkali and Egyptian communities for the period 2017-2021. Though the activities of the two strategies overlap there are specifics that differ, thus the monitoring report provides explanations that help make the distinction between the two as needed. The report relies on various sources of data that have been gathered specifically for this purpose.

What are the perceived main challenges (barriers and hindrances) and opportunities (support and ways forward) for inclusion in education in relation to laws and policies?

Kosovo does not have a Child Protection Law and the existing laws that provide protection do not clearly include children and are not disability-inclusive. Thus, prevention, response and monitoring of abuse and neglect are not made explicit or enforced. Children with disabilities in Kosovo are at a high risk of being abused and/or neglected that children without disabilities and most children and families do not know their rights under the law, how to protect themselves, or how/to whom to report instances of abuse or neglect. Further, the existing protection mechanisms do not explicitly include children with disabilities. Children with disabilities from the Roma, Ashkali and Egyptian communities are at exceedingly high risk of vulnerability.

The concept of Inclusive Education (IE) is, in Kosovo, understood in its most restricted way. Inclusive Education is understood as the provision of access to education to children with disabilities (i.e. enrolling children with disabilities in regular schools, often in attached classes) and not as ensuring the conditions for full participation of children with disabilities in the teaching/learning process. There is no common understanding of Inclusive Education among stakeholders and thus no agreement as to a way forward in developing inclusive practices. Early childhood development, school-readiness, pre-school and kindergarten are not included within the broad understanding of IE and are not taken into consideration when developing education plans. Pre-service and in-service teacher preparation curricula are not harmonized and in-service teacher training has been provided by many NGOs over the years, without a cohesive plan of action, and has resulted in a fragmented understanding and practices of IE.

Progress was achieved in regards to participation of children of Roma, Ashkali and Egyptian communities in education, in inclusion of children with disabilities, in establishing mechanisms to prevent drop-out and non-enrolment, and in promoting diversity through an integrated education system. However, the increase in inclusion was not accompanied with a sufficient increase in budget and human capacities to maintain and advance the increase in inclusion, as well as with supervision and continuous support mechanisms. In addition, the sustainability of different mechanisms in this area has been challenged greatly because it was not followed by a financing formula review, increase in financial and human capacity.

The phenomenon of dropout and absenteeism of students from Roma, Ashkali and Egyptian Communities still remains a challenge for Kosovo's education system. Authorities need to figure out ways to advance the practices of dropout prevention teams by establishing more detailed protocols and provide support to those teams. One significant issue to be addressed is the lack of attention to learning progress and academic achievement of Roma, Ashkali and Egyptian students.

Although the legislation related to inclusive education is quite comprehensive, there is a considerable disconnect between the legislation and application. Moreover, the existing legislation carries greater weight in theoretical/principle aspects of inclusive education rather than the mechanisms to uphold inclusive education. The lack of clear guidelines for inclusive education practices result in inconsistent educational approaches and practices

throughout the state. Additionally, the said lack of guidance carries the potential to leave stakeholders confused in searching for legal or other type of remedies should a right violation occur.

The main challenge is the lack of overarching policy and framework on inclusive education. And the main opportunity is that there is no opposition against disability rights and children's rights.

Section 2: Governance and finance

How far are inclusive principles underpinning policies at national and local levels effectively supported by governance and financing mechanisms?

Is there formal collaboration across ministries on inclusion in education?

No No information available Yes

If yes, in which areas does this take place and who is involved?

Area	Yes/No	Description: what mechanism, who is involved and how
Policy development, implementation and coordination		
Identification of needs / referral for services		
Data sharing		
Monitoring and evaluation		
Quality assurance and accountability		
(others ...)		

Are there shared responsibilities between central and local governments on inclusion in education?

No No information available Yes

If yes, in which areas does this take place and who is involved?

Area	Yes/No	Description: who is involved and how
Policy development, implementation and coordination	Yes	Governance of pre-university education system in Kosovo is shared among central government (Ministry of Education Science and Technology – MEST), local government (municipalities) and schools. In terms of policy development, MEST is responsible for developing, as well as, implementing legislation for the development of pre-university education in Kosovo. In this regard, MEST is responsible to promote an inclusive education system which guarantees the rights to

		<p>education for all individuals without any discrimination.¹⁰ This implies the development of comprehensive policies that aim to improve the access to education of every child/person, regardless of their race, religion, ethnicity, disability. In this line, MEST also provides technical support to municipalities in establishing an adequate school environment that enhances inclusive education.¹¹</p> <p>Municipalities and schools on the other hand are responsible to implement policies developed at national level. In this regard, municipalities are responsible to take the adequate measures that support the inclusion of all children in regular schools, including the establishment of resource centres adapted for students with special needs.</p>
Identification of needs / referral for services	Yes	<p>Each municipality alone or in cooperation with other municipalities shall establish a team consisting of different experts who provide external support to educational and training institutions, including, counselling and guidance to teachers, parents and identified students with special educational needs.</p> <p>Identification of needs begins with the request of a parent or the educational institutions upon obtaining the consent of a parent. The expert team, in line with parents' opinions, as well as, principles of inclusive education, assesses the condition and determines whether the student requires special educational provision. In addition, depending on the identified needs provides recommendations on teaching methods, aids and other needs necessary for child's well-being and learning.¹²</p>
Data sharing	Yes	<p>Data related to inclusion is shared/reported by schools through the Education Management Information System (EMIS), which is a system for reporting and collecting data related to education in Kosovo. EMIS is an information system shared between MEST, municipalities and schools and as such aims to contribute to better development and monitoring of policies at school, local and national level. In this regard, schools are required to report data on the system, which is administered by MEST.</p>

¹⁰ Law No.03/L-068 on Education in the Municipalities of the Republic of Kosovo. Kosovo, 2008. <https://gzk.rks-gov.net/ActDetail.aspx?ActID=2543>

¹¹ Ibid.

¹² Law No. 04/L-032 on Pre-University Education in the Republic of Kosovo. Kosovo, 2011. <https://gzk.rks-gov.net/ActDetail.aspx?ActID=2770>

		EMIS consists of different modules which collect data on the school, number of children, number of teachers etc. Data on the inclusion of children with special needs, inclusion of children from minority communities, data on school dropout are all reported in EMIS.
Monitoring and evaluation	Yes	As indicated above, MEST in cooperation with municipalities and schools enforces the implementation of policies related to inclusion of education, monitor the progress, assess and report the dropout and non-enrolment. EMIS publishes annual statistical reports on education, which in turn provide information to stakeholders involved in the education sector to evaluate and monitor the implementation of policies at school, local and national level.
Quality assurance and accountability	Yes	The implementation of duties/responsibilities by municipalities and schools deriving from policies at national level is monitored by MEST. The central executive authority for quality assurance in pre-university education is the Education Inspectorate within MEST, whereas, municipalities and directors of educational and training institutions co-operate with authorised inspectors and provide all the necessary documentation and access to the institution, and attend the inspection personally or through an authorised deputy. The inspection is organised in an annual planning cycle, with the possibility of special inspections in specific circumstances as decided by the Inspectorate Department. ¹³
(others ...)		

Are non-governmental organisations and/or associations involved in governance processes?

No No information available Yes

The legal framework in Kosovo allows the involvement of citizens/NGOs in decision making and policy development. In this regard, different NGOs in Kosovo have established alliances to facilitate policy dialogue. Some of them are as following:

CIVIKOS – is the largest network of more than 200 civil society organizations, which is committed to the development of a favourable environment for cooperation between Civil Society and Public Authorities.

¹³ Law No. 04/L-032 on Pre-University Education in the Republic of Kosovo. Kosovo, 2011. <https://gzk.rks-gov.net/ActDetail.aspx?ActID=2770>

Coalition of NGOs for Child Protection in Kosovo (KOMF) established in June 2011, composed of 27 local and international NGOs working in the field of child protection, with the joint mission to advocate and protect the rights of children in Kosovo.

Konect Network – a strategic coalition of leading civil society organisations involved in education of Roma, Ashkali and Egyptian communities.

Kosova Education Center (KEC) is an important factor in education policy making and policy dialogue. So far, KEC had a leading role in producing several key strategic documents for the Education Sector in Kosovo, which were officially approved by the Kosovo Government.

In addition to participation in policy development, certain municipalities invite different NGOs to monitor the recruitment process of teachers and school directors. However, this is not the case in all municipalities and therefore is mostly based on the goodwill of municipalities to increase accountability and transparency.

They can participate only if the public institutions invite them or ask their opinion. Generally, these organizations participate in workshops for policies on education of vulnerable groups organized by MoNE. Also, NGOs are invited to steering committees of inclusive education projects funded by international organizations, such as UNICEF, EU Delegation, and ECHO.

Are there any accountability mechanisms to promote the inclusion of learners from vulnerable groups?

No No information available Yes

Area	Yes/No	Description of the focus/actors involved (e.g. state/non state)
Appeal process for rights violations	Yes	Children who believe their rights have been violated, as individuals or collectively as a group can seek redress. In such cases it is the duty of each education institution to take the necessary measures to address and stop the violation. According to the Regulation GRK – No.21/2013 for Protocol for the Prevention and Reference on Violence in Institutions of Pre-University Education, the main actors responsible to deal with violations of children’s rights are: education institutions (school director, parents’ council, school board and students’ council), municipalities through their municipal education directorates (parents’ council and students’ council at municipal level), MEST

		(Education Inspectorate), Directorate for Health and Social Welfare (DHSW), Kosovo Police, Centre for Social Work, Media, Ombudsperson. ¹⁴
School inspection	Yes	<p>Education Inspectorate within MEST is the main actor responsible for conducting school inspection. Its main functions are as following:</p> <ul style="list-style-type: none"> Evaluate the quality of educational institution service; Control the compliance of the educational institution activity with the legal and sub-legal acts in force; Advice educational institutions for further improvements; Inform MEST, municipalities and educational institutions about the findings of inspection and publish the reports annually. ¹⁵ <p>There are six (6) types of education inspection, namely: 1) general inspection; 2) thematic inspection; 3) emergent inspection; 4) re-inspection; 5) teacher performance evaluation for licensing purposes and 6) school director's and deputy director's performance evaluation.</p> <p>General inspection includes both the administrative inspection and external evaluation of the performance of pre-university educational institutions, which includes aspects of inclusion.</p>
Other quality assurance processes (e.g. standards for teaching, support services etc)	Yes	<p>MEST has developed the process of teacher licensing, which determines a set of professional standards (teaching) and competencies that teachers must acquire throughout their career. Teacher performance evaluation conducted by the education inspectorate is based on the fulfilment of these teaching standards.</p> <p>There are seven (7) teaching standards grouped in four areas of teaching: 1) professional values (stands and behavior); 2) professional knowledge and</p>

¹⁴ Office for Good Governance. Regulation GRK – No.21/2013 for Protocol for the Prevention and Reference on Violence in Institutions of Pre-University education. Kosovo, 2014. <http://kec-ks.org/wp-content/uploads/2016/05/Rregullore.pdf>

¹⁵ Law No. 06/L-046 on Education Inspectorate in the Republic of Kosovo. Kosovo, 2018. <https://gzk.rks-gov.net/ActDocumentDetail.aspx?ActID=17744>

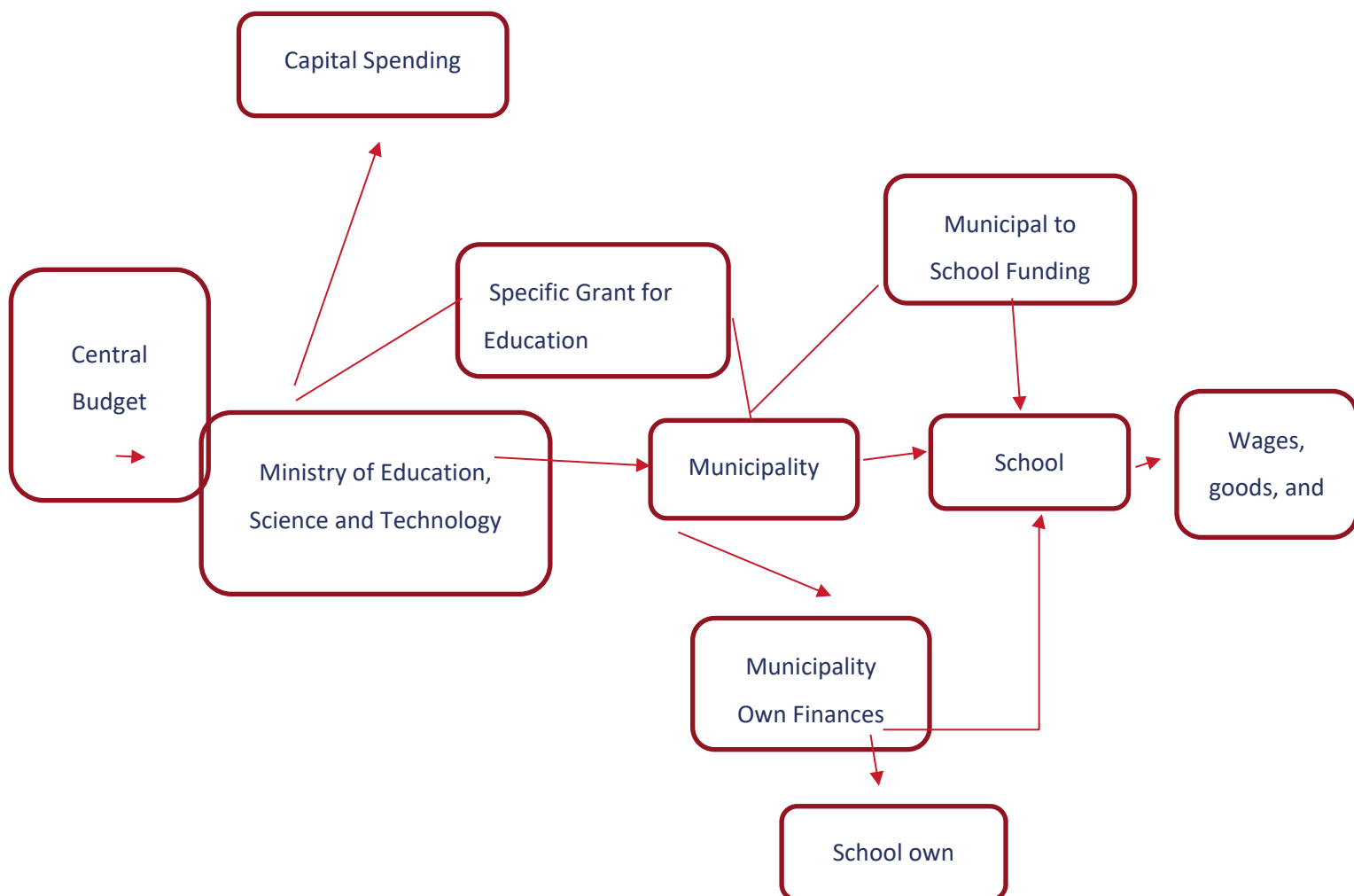
		<p>understanding; 3) professional practice; and 4) teaching and professional commitment. Such standards are interrelated, interdependent and mutually complementary.¹⁶</p> <p>In terms of inclusion, the first area of teaching “professional values” requires teachers to have positive attitudes by promoting values and excluding negative stands which stem from prejudices. In addition, they are expected to respect their students and value their diversity. Similarly, the third area of teaching “professional practice” requires teachers to be capable of creating and sustaining a safe, inclusive and challenging teaching and learning environment.¹⁷</p> <p>As above, teaching standards can be used as a basis for professional accountability as they help evaluate whether teachers show the right level of professional knowledge, practice and professional engagement.</p>
Monitoring and evaluation (e.g. data collection on attendance, participation, achievement, funding)	Yes	<p>As explained above, EMIS (Education Management Information System) is the main system for data reporting, collection and analysis on attendance, participation and achievement. On an annual basis, EMIS produces two statistical reports: 1) Annual Statistical Report with Education Indicators, which provides data on access and participation, learning conditions, internal efficiency, and financial conditions; and 2) Education Statistics in Kosovo, which provides data on the number of students enrolled in all levels of education aggregated by gender, age, ethnicity, disability, as well as, data on teachers, educational institutions, special education etc.</p>
(others ...)		

¹⁶ Ministry of Education, Science and Technology. Strategic Framework for Teacher Professional Development. Kosovo, 2017. <https://masht.rks-gov.net/uploads/2017/04/kornize-strategjike.pdf>

¹⁷ Ibid.

2.5 Please describe the general mechanisms for funding schools. Give details on: which institutions provide funding; what they provide; how they provide it and to whom, which mechanisms they use to allocate resources; and their respective roles and responsibilities.

Figure 1. Funding formula in the education sector¹⁸



Funding mechanisms	Description of who, what, to whom and how
Specific Education Grant (<i>Central Government – to-municipalities</i>)	The education system in Kosovo is funded mainly by the Central Budget, which is transferred to municipalities through a grant named “Specific Education Grant”. As according to the Law on Local Government Finance nr. 03/L-049, the amount of the grant is determined using a formula which takes into account the number of teachers and student enrolment. In addition, the formula takes into account the national curricula, class size; special needs education, location and operating costs. ¹⁹

¹⁸ Aliu J., Rraci E., Bajrami K.: Management of Pre-University Education in Kosovo, Prishtina: KEEN, December 2018. https://www.keen-ks.net/site/assets/files/1456/raporti_per_menaxhimin_e_arsimit_parauniversitar_-_eng-1.pdf

¹⁹ Law No. 03/L-049 on Local Government Finance. Kosovo, 2008. <https://gzk.rks-gov.net/ActDetail.aspx?ActID=2525>

Municipality – to- school funding formula	Based on the above-mentioned specific education grant, the municipality – to- school per capita funding is based on the number of students enrolled, school characteristics e.g. location, heating method etc. as well as in other parameters from the Education Specific Grant formula, e.g. student/teacher ratio, number of students with special needs etc. ²⁰

Do schools have flexibility to use funding allocations to support the inclusion of learners from vulnerable groups?

X No No information available Yes

The legislation framework, in particular the municipality-to-school per capital funding formula, entered into force with the aim of shifting the responsibilities and providing more autonomy to schools in their financial management, which in turn is supposed to improve efficiency and transparency. Nevertheless, even though the legislative framework provides school autonomy about finance management, schools do not yet have bank accounts nor they are able to manage the budget. Municipalities through their municipal education directorates (MEDs) manage budget codes obliging as such schools to go through the municipality even for minor repairs.²¹

In addition, the discretion of MEDs over budget creates uncertainties among schools regarding the amount of budget allocated to them, which in turn presents difficulties in planning at the school level.

Please describe the specific mechanisms for funding the inclusion of vulnerable learners and their families in education (e.g. benefits, cash transfers, scholarships). Give details on: which institutions provide funding; what they provide; how they provide it and to whom, which mechanisms they use to allocate resources; and their respective roles and responsibilities.

Funding mechanisms	Description of the who, what, to whom and how
Scholarships	MEST, municipalities and development partners focused on improving the inclusion of Roma, Ashkali and Egyptian communities in the education system provide scholarships to students of these communities enrolled in upper secondary level of education. The amount of the scholarship is 30 EUR per student per month. During the school year 2018/19, 750 students from Roma,

²⁰ Law No. 03/L-049 on Local Government Finance. Kosovo, 2008. <https://gzk.rks-gov.net/ActDetail.aspx?ActID=2525>

²¹ Aliu J., Rraci E., Bajrami K.: Management of Pre-University Education in Kosovo, Prishtina: KEEN, December 2018. https://www.keen-ks.net/site/assets/files/1456/raporti_per_menaxhimin_e_arsimit_parauniversitar_-_eng-1.pdf

	Ashkali and Egyptian communities have received scholarships from MEST and development partners. In addition to MEST, some municipalities also provide scholarships; however, this is not always the case.
Transport	Some municipalities provide transportation for students who live far from school objects, as well as, children with special needs.
School packages	Different development partners (EU, GiZ,) on behalf of their projects have supported children living in difficult socio-economic conditions with school packages consisting of necessary school materials.
Cash benefits	Ministry of Labor and Social Welfare (MLSW) through its social schemes provides material support to the families of children with disabilities (age 0-18). The amount depends on budget and is transferred directly to the guardian of the child. The amount of aid varies (100 to 150 EUR) based on impairments.

Please provide information (main conclusions, reference and a link if available) on any recent reports, evaluations and/or reviews, since 2015 of funding and resourcing relating to inclusive education.

1) Mehmeti S., Boshtrakaj L., Mehmeti F.: Mid-term Evaluation: Implementation of Kosovo Education Strategic Plan 2017 – 2021, Prishtina: KEEN, 2020. http://www.keen-ks.net/site/assets/files/1474/vleresim_afatmesem_i_psak_eng.pdf

This report evaluates the implementation of Kosovo Education Strategic Plan 2017 – 2021, as a key strategic document for the development of the education sector in Kosovo. As such, it provides a detailed assessment on the implementation of all activities/measures foreseen, achievement of indicators defined and consequently accomplishment of strategic objectives during the first three years of the KESP implementation.

In terms of funding, the report states that the funding formula of the pre-university education in Kosovo has not been revised as planned in the strategic plan, hence it does not take into account school development projects, such as new curriculum development, teacher professional development and school specific needs and expenses incurred etc. In this line, the report highlights that the spending in pre-university education is mainly focused on wages and salaries and capital investments. In this regard, during 2018 and 2019, around 92% of the Specific Grant for Pre-University Education is used for the category of wages and salaries.

2) Aliu J., Rraci E., Bajrami K.: Management of Pre-University Education in Kosovo, Prishtina: KEEN, December 2018. https://www.keen-ks.net/site/assets/files/1456/raporti_per_menaxhimin_e_arsimit_parauniversitar_-_eng-1.pdf

The aim of this study was to review the management of pre-university education and to understand how well the education sector in the pre-university level is managed.

As according to this report, financing of the education is identified to be one of the most important challenges of the pre-university education in Kosovo. Despite the fact that expenditures have increased steadily throughout years, Kosovo continues to remain in the list of countries and territories with low expenditure per pupil capital. This provides challenges for municipalities and schools to implement policies and standards that are enacted by central institutions. In addition to low spending per student, spending in education is characterized by lack of efficient management. The two categories where the expenditures are focused are mainly in wages and salaries and capital expenditures and less on recourses that would directly improve learning and teaching.

Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to governance and finance issues?

The concept of inclusive education is an integral part of all policies of the Ministry of Education, Science and Technology. Nonetheless, despite continuous efforts to develop the legal framework and make the education system in Kosovo more inclusive, the implementation of policies and action plans remains a challenge. In this regard, providing quality education to children with special needs, children from Roma, Ashkali and Egyptian communities, as well as, children from poor socio-economic backgrounds remains a challenge in Kosovo. Low level of investment in the education sector presents one of the main challenges in this regard. Even though it is difficult to assess the optimal amount of resources needed to prepare each student for life, international comparisons of expenditure on education per student offer useful reference points. In this line, public expenditures on education expressed in terms of percentage of annual government spending and compared to GDP are comparable with regional and EU practices.²² The level of public spending on education in 2019 was 4.2% of GDP or 14.5% of government spending.²³ However, given the low level of GDP base and government spending in one hand, and the large number of young people in Kosovo on the other hand, expenditures per pupil capital are low as compared to regional and EU countries. In addition, despite the low levels of investment, an enduring challenge of the education finance in Kosovo is that it is not managed efficiently enough to provide a quality education for all students, where on average more than 80% is allocated to salaries and wages and capital investments. This being said, lack of budget and its inefficient allocation provides challenges to municipalities and schools to implement policies and standards developed by central institutions, hence presents one of the key challenges in ensuring a quality and inclusive education.

In the same line, the report “Situation Analysis – Children with Disabilities in Kosovo” points out that the “Existing legislation, while currently being revised and amended, is not cohesive and encompassing of all aspects (bio-psycho-social) of the life of children with disabilities. It is not implemented at local levels, budgets for implementation do not exist or are small and, more importantly, existing mechanisms for enforcing implementation are not fully functioning. The implementation of legislation and service provision is obstructed by a lack of commitment, human

²² Aliu J., Rraci E., Bajrami K.: Management of Pre-University Education in Kosovo, Prishtina: KEEN, December 2018. https://www.keen-ks.net/site/assets/files/1456/raporti_per_menaxhimin_e_arsimit_parauniversitar_-_eng-1.pdf

²³ Ministry of Education, Science and Technology (MEST). Annual Statistical Report with Education Indicators. Prishtina, December 2019. <https://masht.rks.gov.net/uploads/2019/12/raport-vjetor-statistikor-me-tregues-arsimore-2018-19.pdf>

and financial resources, and a continued lack of understanding of disability from the social perspective by professionals.”²⁴

²⁴ Hunt P.F.; Belegu-Caka V.: Situation analysis: children with disabilities in Kosovo, Prishtina: Unicef, 2018.
<https://www.unicef.org/kosovoprogramme/media/216/file/KOS-SITAN-ENG.pdf>

Section 3: Data

What data on inclusion in education is available to understand if progress is being made towards equitable learning opportunities for all learners?

Please indicate if the following frameworks are in place, provide a link and give a brief description of their aims and focus:

Framework	Yes / No	Description
For monitoring and evaluating the implementation of national-level inclusion in education policy	Yes	To monitor and evaluate the implementation of current policies in the field of education, as well as, orient the development of new policies based on data, MEST administers the Education Management Information System (EMIS) which allows the generation of statistical reports that measure the progress achieved in the field of education. Data is collected through school directors who report data in EMIS database.
For quality assurance across all levels of the system (national, regional, school)	No	
Providing guidance on the use of a range of different data sources for evaluation and self-review at different levels (national, regional, school)	No	

What data is collected on learners from vulnerable groups, how and why?

Data is collected based on gender, age, level of education, ethnicity, and disability.

Please provide the available data relating to all learners in the compulsory education system and where they are enrolled for their education.

All questions can be answered using the own data sources as far as possible. Alternatively, the data can be provided from publicly available international sources e.g. UIS: <http://data.uis.unesco.org/index.aspx?queryid=216> or UOE: https://ec.europa.eu/eurostat/statistics-explained/index.php/Main_Page

Please give a clear reference to the Source in the column provided.

In the Learners column, as far as possible:

- provide actual numbers as far as possible and not estimates.
- only use 0 when the data is zero.
- use M to indicate missing data.
- use NA to indicate the question is Not Applicable (i.e. there is not that type of provision).

All questions refer to ALL learners in the education system, not just those formally identified as belonging to a group that is vulnerable to exclusion.

Please provide notes to clarify any issues with the data and include a specific note on the calendar year and/or school year the data refers to.

Data on learner access to compulsory education	Learners	Notes	Source
(i) What is the <i>potential population</i> of learners for the compulsory education system (i.e. how many children are that should, by law, be in some form of compulsory education)?	Total: 253,717 Male: 122,468 Female: 131,249	Compulsory education in Kosovo includes children of age 6 to 14 years. For the purpose of calculating the potential population of learners for compulsory education, population data by age were used according to the medium version provided by Kosovo Agency for Statistics for year 2019 (KAS).	Kosovo Agency of Statistics (KAS). Kosovo Population Forecast 2011 – 2061. December, 2013. https://ask.rks-gov.net/media/1611/kosovo-population-projection-2011-2061.pdf
(ii) How many learners are	Total: 364,044 Male: 188,365	The total number include the number	Kosovo Agency of Statistics (KAS). Education Statistics in Kosovo 2018/19. June, 2019.

<p>enrolled in all forms of education (i.e. educational settings maintained by the ministry of education or by other authorities such as health, welfare or labour ministries)?</p>	<p>Female: 175,679</p> <p>Public Education</p> <p><i>Pre-school level (age 0 to 5)</i></p> <p>Total: 4,099</p> <p>Male: 2,215</p> <p>Female: 1,884</p> <p><i>Pre-primary level (age 5-6)</i></p> <p>Total: 22,051</p> <p>Male: 11,435</p> <p>Female:10,616</p> <p><i>Primary and lower secondary level (grade 1 to 9)</i></p> <p>Total: 235,161</p> <p>Male: 120,967</p> <p>Female: 114,194</p> <p><i>Upper secondary level (grade 10 to 12)</i></p> <p>Total: 81,041</p> <p>Male: 41,189</p> <p>Female: 39,852</p> <p><i>Adult Education</i></p> <p>Total:1,912</p> <p>Male: 1,276</p> <p>Female:636</p> <p><i>Special Education</i></p> <p>Total:365</p> <p>Male: 215</p> <p>Female:150</p>	<p>of children/students enrolled in all levels of formal education in public and private education institutions (pre-school education, pre-primary, primary, lower secondary, upper secondary education and adult education) ,as well as, informal education provided by Vocational Training Centers (VTCs) that operate on behalf of the Ministry of Labor and Social Welfare (MLSW)</p> <p>The data is also disaggregated by level of education.</p>	<p>https://masht.rks-gov.net/uploads/2019/08/education-statistics-2018-2019.pdf</p> <p>Employment Agency of the Republic of Kosovo. Annual Statistical Report 2018. November, 2019.</p> <p>https://apr.k.rks-gov.net/sq-AL/Content/Documents?doctype=2</p>
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	<p>Private Education</p> <p><i>Pre-school level (age 0 to 5)</i></p> <p>Total: 4,236</p> <p>Male:2,189</p> <p>Female: 2,047</p> <p><i>Pre-primary level (age 5-6):</i></p> <p>Total:1,698</p> <p>Male: 929</p> <p>Female:769</p> <p><i>Primary and lower secondary level (grade 1 to 9)</i></p> <p>Total:4,776</p> <p>Male:2,613</p> <p>Female: 2,163</p> <p><i>Upper secondary level (grade 10 to 12)</i></p> <p>Total:3,208</p> <p>Male: 1,767</p> <p>Female: 1,441</p> <p>Vocational Training Centers (VTCs)</p> <p>Total: 5,597</p> <p>Male:3,570</p> <p>Female: 1,927</p>		
(iii) How many learners are out of any form of education (who by law should be	<p>Total: 4.3%</p> <p>Male: 4.8%</p> <p>Female: 2.8%</p>	<p>Note: The indicator “Children out of school” based on UNESCO methodology presents the ratio</p>	<p>Ministry of Education, Science and Technology (MEST). Annual Statistical Report with Education Indicators 2018/19. December, 2019.</p> <p>https://masht.rks-gov.net/uploads/2019/12/raport-vjetor-statistikor-me-tregues-arsimore-2018-19.pdf</p>

<p>in some form of education)?</p>		<p>between children of the official age corresponding to compulsory education who are not enrolled at this level of education and the official population belonging to this age group.</p>	
<p>(iv) How many learners are enrolled in mainstream schools (i.e. all learners, not just those with recognised needs or from vulnerable groups)?</p>	<p>Total: 358,182 Male: 184,580 Female: 173,602</p>	<p>Data include number of children/students enrolled in all levels of formal education in public and private education institutions (pre-school education, pre-primary, primary, lower secondary, upper secondary education and adult education).</p>	<p>Kosovo Agency of Statistics (KAS). Education Statistics in Kosovo 2018/19. June, 2019. https://masht.rks-gov.net/uploads/2019/08/education-statistics-2018-2019.pdf</p>
<p>(v) How many learners are enrolled in mainstream schools and spend the majority of their time (i.e. at least 80% or 4 days of the week) in inclusive groups/classes with their peers?</p>	<p>Total: 3,645 Male: M Female: M</p>	<p>Data include the number of students with special needs enrolled in regular classes. Note: The data for pupils with special needs and the accuracy of these data is complex due to the fact that not all pupils with special needs that</p>	<p>Kosovo Agency of Statistics (KAS). Education Statistics in Kosovo 2018/19. June, 2019. https://masht.rks-gov.net/uploads/2019/08/education-statistics-2018-2019.pdf</p>

		are in regular classes have been assessed by professional assessment teams in municipalities.	
(vi) How many learners are enrolled in mainstream schools and spend the majority of their time (i.e. at least 80% or 4 days of the week) in separate, special groups/classes, away from their peers?	Total: M Male: M Female: M		
(vii) How many learners are enrolled in totally separate, special units and/or schools, away from their peers?	Total: 365 Male: 215 Female: 150	Data include the number of students with special needs enrolled in Resource Centres.	Kosovo Agency of Statistics (KAS). Education Statistics in Kosovo 2018/19. June, 2019. https://masht.rks-gov.net/uploads/2019/08/education-statistics-2018-2019.pdf

Please provide information (main conclusions, reference and a link if available) on any recent reports, evaluations and/or reviews, since 2015 of data collection and monitoring for inclusion in education.

Hunt P.F.; Belegu-Caka V.: Situation analysis: children with disabilities in Kosovo, Prishtina: Unicef, 2018.

<https://www.unicef.org/kosovoprogramme/media/216/file/KOS-SITAN-ENG.pdf>

This report aimed to identify the main causes of child rights violations in Kosovo, particularly violations of the rights of children with disabilities, as well as, assess the barriers and opportunities for access and participation of children with disabilities.

The report highlights the lack of data on children with disabilities to be the main constraint in developing data-driven policies and address their needs: “While data has been gathered in the last few years, both in the Census and through administrative means, there is no accurate number that can support data-driven decision-making because multiple definitions of disability are in use by multiple institutions and stakeholders. Often, children with disabilities are only identified when they reach school age and attempt to enrol in school, at which time intervention is already too late to have a lasting impact on their development. Further, the existing practices do not lead to individualized plans that are responsive to each child’s impairment and environmental barriers, and do not address the need for integrated, continuous services for the child and the family, to support proper development and life-long goals.” In this regard it is very difficult to determine the number of children with disabilities in Kosovo, who and where they are, and what types of services are needed and provided.

In addition, the report states that there is no coordination between relevant stakeholders, in this case Ministry of Labour and Social Welfare (MLSW) and Ministry of Education, Science and Technology (MEST) regarding the data collection on children with special needs. While MLSW collects data on persons who receive disability cash benefits, MEST collects data on the number of children with disabilities who attend schools, but this does not include children who are not attending:

“While the MLSW collects data on disability benefits but not on the specifics of each person’s functional abilities (what leads to the benefit), the MEST is collecting data according to “special educational needs” (not functional abilities or disability in the traditional sense), according to a list of 10 types of impairments: autism, communication and language impairments, Down’s Syndrome, emotional and behaviour disorders, hearing impairments, intellectual impairments, learning difficulties/disorders, multiple impairments, physical impairments, and visual impairments. While the information is collected at the school level, and may be used in the future for purposes of funding, it is highly unlikely that the data is reliable or rigorous since it lacks adequate supporting documentation.”

Kosovo Agency of Statistics (KAS). Education Statistics in Kosovo 2018/19. June, 2019. <https://masht.rks.gov.net/uploads/2019/08/education-statistics-2018-2019.pdf>

The same challenge related to lack of data is reported in the annual report on education statistics published by MEST itself, which states the following “The data for pupils with special needs and the accuracy of these data is complex due to the fact that not all pupils with special needs that are in regular classes have been assessed by professional assessment teams in municipalities.”

3.5 Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to data collection issues?

As indicated in the sections above, annual education statistics are prepared based on the Education Management Information System (EMIS) administered by MEST. EMIS faces challenges in collecting reliable data on students with special educational needs, out-of-school children and those who have dropped out of the education system. Difficulties in collecting data on the students with special needs are due to the lack of mechanisms to collect data at

school level, as well as, the lack of knowledge and skills to identify special needs. Similarly, the phenomenon of school dropout and absenteeism is still present, particularly among Roma, Ashkali and Egyptian communities, whilst, the reliability of data on school dropout is questionable. It is generally assessed that one of the main challenges of preventing school dropouts is the lack reporting made by schools in EMIS. In this regard, lack of data makes it difficult to also identify reasons of school dropouts and take the necessary measures to prevent it. As it is stated in Kosovo Education Strategic Plan 2017 – 2021, low awareness, lack of coordination between institutions, including schools, MEDs and civil registry offices affects the identification of school dropouts and the non-enrolment.

In order for the ministry, municipalities, schools and other relevant education stakeholders to address the education challenges in an efficient matter it is crucial to have data at their disposal. In this regard, it is necessary to improve mechanisms and data collection protocols which would help on identifying cases, thus, taking the appropriate measures to respond to school dropouts and non-enrolment.

“Child identification should be considered an integrated, holistic, and multidisciplinary approach, conducted by a mobile team of expert professionals, with case-management lead from MEST, with close cooperation with MoH, MLSW, CSWs, but as early in the child’s life as possible (school age is too late) with close collaboration with Early Identification/Early Intervention (EI/EI) methodologies.”²⁵

²⁵ Hunt P.F.; Belegu-Caka V.: Situation analysis: children with disabilities in Kosovo, Prishtina: Unicef, 2018. <https://www.unicef.org/kosovoprogramme/media/216/file/KOS-SITAN-ENG.pdf>

Section 4: Curricula, learning materials and assessments

To what extent are curricula, learning materials and different assessment processes and procedures adapted to the principles of inclusive education?

Curriculum

a. Does the curriculum content include and represent all learners?

No No information available Partially Yes

Pre-University Education System in Kosovo operates on the basis of the Kosovo Curriculum Framework (KCF)²⁶ a basic document which defines competencies and learning fields from ISCED levels 0-3. In addition, the Ministry develops core curricula for each ISCED level, effectively translating competencies into learning outcomes and setting the stage for development of school-based curriculum. Table below provides the hierarchy of basic curriculum documents in Kosovo. By law, core curriculum and school/institution based curriculum are considered to be integral part of the KCF, which serves as basis for the development of the subject syllabus.

Table. Hierarchy of curriculum documents in Kosovo

Curriculum documents	System of learning outcomes
Kosovo Curriculum Framework	Key learning outcomes, which express the required level of achievement of the six key competencies upon completion of pre-university education.
Core curriculum for curriculum Key Stages 1–6	Key Stages 1–6 Learning outcomes, which express the required level of achievement of the six key competencies upon completion of each curriculum key stage. Learning outcomes for each curriculum area during curriculum key stages.
School-based curriculum	Subject learning outcomes for each grade (1-12)

There are six key stages of the Kosovo Core Curriculum presented in the table below.

ISCED 3	Upper secondary Grade 12	Key stage 6 Consolidation and specialization
	Upper secondary Grades 10-11	Key stage 5 Basic general and professional development
ISCED 2	Lower secondary Grades 8-9	Key stage 4 Reinforcement and orientation

²⁶ MEST, "Korniza Kurrikulare e Arsimit Parauniversitar të Republikës së Kosovës (e rishikuar)," 2016. <https://masht.rks-gov.net/uploads/2017/03/korniza-kurrikulare-finale.pdf>.

	Lower secondary Grades 6-7	Key stage 3 Further development and orientation
ISCED 1	Primary education Grades 3-5	Key stage 2 Reinforcement and development
	Primary education Grades 1-2	Key stage 1 Basic acquisitions
ISCED 0	Pre-primary grade Grade 0	
	Age birth-5	Key stage 0 Early child education

The KCF defines key competencies that should be achieved by **all learners** until completion of upper secondary education, whereas core curricula learning outcome to be achieved by **all learners** upon completion of each curriculum stage. One of the key principles on which KCF is based is all-inclusiveness by “offering modifiable solutions to address differences among students during the learning process and their particular needs”²⁶.

b. Does the process of curriculum development involve the participation and contribution of different stakeholders?

No No information available **X Yes**

Ministry of Education, Science and Technology is responsible for developing the curriculum framework and core curricula for key stages, whereas schools are responsible for developing the school-based curriculum and subject syllabi. However, in practice, the Ministry develops subject syllabi for public schools, whereas private schools develop their own school-based curriculum and related subject syllabi.

At the Ministry level, the curriculum development process is run by the Curriculum Division and is highly participatory with involvement of external experts and practitioners. Usually, specialized working groups are set up for each particular task and the product is officially approved by the Ministry. At school level, this process is organized by school departments (“activas”) with participation of teachers of certain subject areas and/or class teachers.

c. Is there guidance/procedures for schools to ensure that the curriculum content takes account of all learners (e.g. using flexibility to address differences due to gender, culture, religions, the ethnicities/nations, their history and culture, differences related to disability and socio-economic background, LGBT community).

No information available **X Yes**

Core Curricula do not sufficiently orient teachers and schools in planning and implementing educational processes according to the autonomy foreseen with the Curriculum Framework to enable the development of competences, thus preventing the proper implementation of these aspects at the school level. A progress to meet these orientations was made with the Guide to Implementing the Implementation of the Curriculum in Schools, published by KPI²⁷, which is focused on clarifying the new expectations of school and provision of concrete instructions to:

plan and guide the curriculum implementation process;

ensure an environment that enables the implementation of the curriculum;

plan and realize quality education according to new curriculum requirements;

professional development of teachers for curriculum implementation;

overall performance self-evaluation from the perspective of its impact on improved student achievement; and

continuous improvement of performance in view of full implementation of the requirements of the new state curriculum

This guide also describes the implications of principles in the school's work during the implementation of the curriculum. One of those principles is **inclusion** which refers to the right of each child and young person to equal inclusion in quality education. Led by this principle, school provides equal access and inclusion by contributing to the full realization of the individual potential of each child/young person. This principle should guide the school's approach to the school community and beyond, and especially to children who are inside and outside the learning process. School performance is not evaluated only on the basis of the level of achievement of the students who attend the school, but also on the basis of the degree of children involvement in the area where it operates.

Another relevant principle described in the Guide is **autonomy and flexibility at the school level** which enables a school to build its profile in the best interest of its students and the locality in which it operates, in accordance with the specific conditions of the teaching staff and its infrastructure and within the regulatory framework established by MEST. This means that a competency-based approach implies equal opportunities and not equality of opportunities, and therefore, the Curriculum Framework and Core Curriculum have increased the autonomy of the school in organizing and implementing learning processes.

If no, please give further information:

²⁷ Guide to manage implementation of school curriculum, KPI, Prishtina, 2016.

d. If individual education plans (IEPs) are used, please describe the procedure for developing (who is involved and how), what they focus on (specific curriculum areas; cross curricular competences; support strategies etc.) and how IEPs are implemented, used across the school.

The implementation of the IEPs began in 2011 through Save the Children's project "Inclusion of children with special education needs in preschool institution and primary schools in Kosovo" in 7 target municipalities that were chosen for piloting the project²⁸. School administrators, teachers, inclusive educators, parents, and members of support teams from each municipality were trained on IEP design and adoption, integration of the regular curriculum into the IEPs, empowering of parents to seek an active role in the design process, building professional skills of Evaluation Teams, teachers, educators and school administrators. As a result of the project the implementation and application of the Individual Education Plans has been in put place and the number of children with disabilities benefitting from the program has increased.

In 2017, the Ministry of Education, with help from Save the Children, produced the Guidance for Individual Education Plans²⁹. According to the Guidance, IEPs should be developed through a highly participatory process which includes schools, parents, teaching personnel and, when appropriate, children. IEP is a confidential document which refers to adaptation of the curriculum to the needs of a learner. IEP sets:

Educational objectives of the child,

Individual learning outcomes,

Methods and means to achieve the learning outcomes,

Individualized content of subjects or activity fields,

Forms of assessment ,

Responsible persons for IEP implementation,

Monitoring of the IEP.

IEPs are developed for all children for whom the municipal assessment team and the school team deemed necessary. Usually, IEPs are limited to 2 years, and after this period the need for a new IEP is reviewed.

e. Are there different curricula or programmes for specific groups of learners at risk of exclusion (e.g. ethnic minorities or minority language groups)

No No information available **X Yes**

If yes, please give a description of the main characteristics/organisation.

²⁸ https://kosovo.savethechildren.net/sites/kosovo.savethechildren.net/files/library/Ikea_Best6.pdf

²⁹ https://resourcecentre.savethechildren.net/node/15078/pdf/plani_individual_i_arsimit.pdf

The Kosovo Curriculum Framework approved in August 2016 embraces a competency-based perspective in order to address the diverse learner needs. The system of competencies includes: knowledge, skills, attitudes, values, emotions and routines. The following are key competencies envisaged for the Kosovo Education System:

Communication and expression competencies – Effective communicator

Thinking competencies – Creative thinker

Learning competencies – Successful learner

Life-, work-, and environment-related competencies – Productive contributor

Personal competencies – Healthy individual

Civic competencies – Responsible citizen

The Core Curriculum is also common for all students, whereas subject curricula are specific for students from different language streams accommodating the content which best fits their needs. There are no specific subject curricula for children from vulnerable groups, except for IEPs as described in 4.2d.

Please see 4.2. b for more information on the specific arrangements for the Serbian language stream.

If no, please give further information:

Learning materials

a. Is there autonomy for schools and teachers to select learning material/textbooks etc?

No No information available Yes

The choice of textbooks in public schools is limited to those officially approved by the Ministry, but schools and teachers are allowed to use any supplementary teaching and learning materials deemed suitable, and decide about the most suitable teaching and learning methods. In case alternative textbooks are available, the schools may choose the most suitable ones. On the other hand, private schools may choose other textbooks provided they are approved by the Ministry through the regular school licensing process.

Source: Pupovci, D. (2012). Kosovo. In C. L. Glenn & J. De Groof (Eds.), *Balancing freedom, autonomy and accountability in education: Volume 4* (155-170). Tilburg, NL: Wolf Legal Publishers.

b. Are there policies to ensure the availability of textbooks/materials that promote the inclusion of learners from different vulnerable groups? (e.g. resources relevant to different ethnic groups etc.)

No No information available Yes

Special arrangements are in place for Education in Serbian language. In principle, schools with teaching in the Serbian language may apply curricula or textbooks developed by the Ministry of Education of Serbia upon notification to the Ministry of Education, Science and Technology of Kosovo (MEST), provided that MEST raises no objection within three months. In the event of an objection, the matter is referred to an independent commission composed of three MEST representatives, three representatives of Serbian Community, and one international member. In practice, Serbian language schools in Kosovo use curricula and textbooks developed in Serbia, but do not notify MEST nor accept any arbitration on disputes.

Source: Pupovci, D. (2012). Kosovo. In C. L. Glenn & J. De Groof (Eds.), *Balancing freedom, autonomy and accountability in education: Volume 4* (155-170). Tilburg, NL: Wolf Legal Publishers.

If no, please give further information:

c. Is there guidance/procedures to help schools to make learning materials accessible for all learners? (e.g. Braille/large print for learners with visual impairment, materials in other languages).

No No information available **X Yes**

The resource center “Xheladin Deda” is the only resource center in Kosovo which provides guidance and counseling for blind and visually impaired students in Kosovo. In this regard, the center provides different services such as: translation and adaptation of learning materials in the language of Braille for all blind students, whilst, for the visually impaired students provides materials in large prints. Such services are provided to students around Kosovo through traveling/itinerary teachers. In this regard, schools contact the resource center which in turn collaborates with school and provides the necessary material. During 2018/19, around 30 supporting teachers have been trained on Braille writing and working with blind and visually impaired children to expand the network of teachers supporting visually impaired students in regular classrooms. In addition, the resource center also provides Braille/large print for learners with visual impairments for students enrolled in higher education.

Nonetheless, challenge in this regard is the fact that teachers in regular schools do not understand Braille, whereas, due to the distance, the center cannot provide daily support to every student in need.

Source: Interview with Lulavere Behluli, Head of Division for Education of Children with Special Needs - MEST held on 19.03.2020.

d. Is ICT used to improve access to materials for vulnerable groups?

X No No information available Yes

ICT has a very limited use in the Kosovo schools. Technical conditions in schools for the use of such resources are inadequate, primarily because of the limited number of ICT equipment, but also because of poor maintenance. Furthermore, teacher skills for putting ICT in use for quality teaching are not at the right level. Schools have a significant lack of other teaching aids that cannot be replaced with appropriate hardware and software. The demonstration equipment, as well as specialized laboratories or simple charts or maps that should be hanging on the wall, visible to students long-term, are also included here.

Source: Kosovo Education Strategic Plan 2017-2021. <https://masht.rks-gov.net/uploads/2017/02/20161006-kesp-2017-2021.pdf>

e. Are there specific financial and practical resources available for textbooks/materials/ICT for different vulnerable groups?

No No information available **X Yes**

If yes, please give a description of the main characteristics/organisation.

The Kosovo Curriculum Framework approved in August 2016 embraces a competency-based perspective in order to address the diverse learner needs. The system of competencies includes: knowledge, skills, attitudes, values, emotions and routines. The following are key competencies envisaged for the Kosovo Education System:

Communication and expression competencies – Effective communicator

Thinking competencies – Creative thinker

Learning competencies – Successful learner

Life-, work-, and environment-related competencies – Productive contributor

Personal competencies – Healthy individual

Civic competencies – Responsible citizen

The Core Curriculum is also common for all students, whereas subject curricula are specific for students from different language streams accommodating the content which best fits their needs. There are no specific subject curricula for children from vulnerable groups, except for IEPs as described in 4.2d.

Please see 4.2. b for more information on the specific arrangements for the Serbian language stream.

If no, please give further information:

MEST in cooperation with international partners continuously develops and provides pedagogical materials for schools and parents, which are also available on the MEST web site. Some of the available materials are as following:

- Individual education plan;
- Comprehensive bilingual education guide for students with hearing impairments;

- A teacher's guide for students with disabilities;
- Parenting guide;
- Guide for traveling/itinerary teachers;
- Financing parameters for students with special needs;
- Adoption of the Index for Inclusion;
- Planning and reporting guide for supporting teachers and assistants etc.

There are also many local and international organizations that continuously develop materials and provide materials to teachers, parents and other school professionals.

Source: Interview with Lulavere Behluli, Head of Division for Education of Children with Special Needs - MEST held on 19.03.2020.

If no, please give further information:

Assessment

a. Is there a national/local assessment framework that includes all learners?

No No information available Yes

If yes, please give a description.

According to the Curriculum Framework, the assessment of students is based on the learning outcomes for competencies, curriculum areas and subjects as defined in the curriculum documents. The Curriculum Framework also defines the types of internal assessment, including:

Continuous assessment

Final assessment

Assessment per grade

The period for implementation of each type of assessment, the assessors, the main goals and the ways of documenting/evidencing student achievements are also determined in the Curriculum Framework.

A step forward was marked in 2016, with the issuance of AI 08/2016 on Student Assessment according to the Curriculum Framework for Pre-University Education of the Republic of Kosovo.³⁰ This instruction regulates in detail the ongoing assessment and final assessment, but however not the assessment per level. The main challenge remains the lack of a framework document for student assessment that determines the criteria, procedures and

³⁰ AI 08/2016 on Student Assessment according to the Curriculum Framework for Pre-University Education in the Republic of Kosovo.

instruments for all types of assessment. As a consequence, schools lack orientation on how to carry out assessment for the curriculum level (whether assessment of competency results or the assessment of curriculum areas).

If no, please give further information:

b. Is there guidance for teachers on how to use curriculum-based assessment to identify all learning needs in the classroom?

No No information available Yes

If yes, please give a description.

If no, please give further information:

For the time being there is no such guidance.

c. Is there guidance/procedures on providing access to tests/examinations when learners need additional support/reasonable adjustments? (e.g. adapted materials, extra time etc.)

No No information available Yes

If yes, please give a description.

Administrative Instruction No. 6/2016 on conditions and criteria for assessment of persons with special needs.

<https://gzk.rks-gov.net/ActDocumentDetail.aspx?ActID=15193>

The purpose of this bylaw is to ensure optimal conditions for students with disabilities taking the State Matura Exam, which is necessary for all secondary school leavers who want to pursue university studies. The bylaw defines necessary logistical and practical arrangements for examinees with various types of impairment: hearing, vision, mental and physical impairments.

For example, administrators in the rooms where test takers with hearing impairments are placed need to know the sign language and provide instructions in sign language. Test takers with visual impairments shall receive tests with larger fonts and administrator shall assist them by reading out test items and writing down answers. Also, candidates with other physical or mental disabilities are entitled to receive assistance from administrators and assessment center staff.

If no, please give further information:

d. Are there specific arrangements and/or formal procedures to support the assessment of the specific needs of learners who need additional support in their learning? (e.g. those with disabilities)

No No information available Yes

If yes, please give a description, including clear information on the focus of needs identification procedures and who is involved in the procedures (learners, parents, professionals):

As explained in section 2. Governance and Finance, the Law on Pre – University Education in Kosovo foresees that each municipality establishes a professional team to evaluate/assess and provide guidance and support to children with special needs. Based on this, MEST has developed an Administrative Instruction Nr.16/2017 Pedagogical Evaluation of Children with Special Needs³¹, which determines the procedure for pedagogical assessment of children with special needs. All children with special educational needs are subject to pedagogical evaluation. Pedagogical evaluation of the child is done by the team appointed by the municipality based on the criteria set out in this regulation. The pedagogical evaluation team consists of the following members:

- Municipal Officer for Inclusive Education/team coordinator;
- Psychologist
- Pedagogue/special pedagogue
- Social Worker;
- Supportive or traveling teacher
- Other members invited by the evaluation team as needed;
- Class teacher
- Experts depending on the type of disability of the child.
- The parent, legal guardian of the child should be present and consultative throughout the whole period of assessment.

The municipal assessment team assesses the pedagogical needs of the child based on his/her individual needs and determines the following:

- Educational institution appropriate for the child based on identified needs;
- Type of teaching;
- Support services;
- Necessary assistive equipment and instruments;
- Rehabilitation services;
- Convenient transportation

Pedagogical assessment of students is done through instruments which are based on International Classification of Functioning Children & Youth ICF. The teacher should follow / observe the student and fill out the form, which is

³¹ Administrative Instruction Nr. 16/2017 Professional Assessment of Children with Special Instructive Educational Needs. MEST, 2017. <https://masht.rks-gov.net/uploads/2017/12/16-ua-masht-nr-16-vleresimi-pedagogjik-i-femijeve-me-nevoja-te-vecanta-arsimore.pdf>

then sent to the municipal pedagogical assessment team which assesses the child and drafts a report with further recommendations for schools. In addition, based on the assessment, the municipality plans the resources (financial and human) to provide the necessary services to children with special needs. Nonetheless, despite the fact that the legislation defines clearly the mechanisms for identification of children with special needs and provision of support to them, many municipalities have not established municipal assessment teams and do not allocate the required resources to help the integration of children with special needs in the education system, including, transportation costs, employment of supporting teachers and assistants etc. In addition, public education institutions in Kosovo do not provide specialized rehabilitation services and their absence makes the performance of child with special needs at school very difficult.

On the other hand, the so called learning centers have been established to support, improve the performance of children/students from Roma, Ashkali and Egyptian communities at school and overcome their learning difficulties. MEST has drafted the legal basis to ensure the functioning and sustainability of these centers. For detailed description of learning centers please see Vignette.

If no, please give further information:

e. Is ICT used in the assessment of vulnerable groups?

No No information available Yes

If yes, please give a description.

If no, please give further information:

Please see 4.2 (d)

Assessment

a. Is there a national/local assessment framework that includes all learners?

No No information available Yes

A School Development Model as part of the Turkey's Education Vision 2023 was "established through which all who are involved in children's learning will take part in the school improvement activities." MoNE aims this for systemwide improvement, thus they put schools needs on front. For MoNE "schools pursue specific objectives in line with the priorities of the education system and of their respective provinces, districts, and neighborhoods and organize activities tailored to achieve these objectives." School Development Model will target to help "schools improve themselves in line with the national education policies and objectives, taking into consideration their respective conditions and priorities." It will be prepared based on each school profile, which then will show a roadmap in "which progress will be evaluated each year at local and central levels." Each student's "academic and social development will be monitored, evaluated, supported and improved individually." It is aimed that this model

will be based on improvement, rather than competition. By monitoring students, schools will be monitored, evaluated, supported and improved via School Profile Evaluation Model.

b. Is there guidance for teachers on how to use curriculum-based assessment to identify all learning needs in the classroom?

No No information available Yes

But MoNE's new Education Vision 2023 will target this aim. As MoNE shares, this assessment will be implemented via the School Development Model mentioned above. In addition to that "Learning Analytics Platform, which is to be established will be used to evaluate all processes, including the school performance assessments, identification of teachers' professional development needs, measurement of curriculum efficiency, and analysis of physical capacity and personnel needs."

c. Is there guidance/procedures on providing access to tests/examinations when learners need additional support/reasonable adjustments? (e.g. adapted materials, extra time etc.)

No No information available Yes

There are no national guidelines/procedures on all learners in the classroom. However, in some handbooks/curriculums that are designed for special education there might be chapters titled "assessment and evaluation," where the teachers are advised to use diverse methods to assess learners with various backgrounds. Nevertheless, the recommendations are not supported by concrete examples or specific guidelines on how to diversify assessment methods.

d. Are there specific arrangements and/or formal procedures to support the assessment of the specific needs of learners who need additional support in their learning? (e.g. those with disabilities)

No No information available Yes

There are no national guidelines/procedures. In some handbooks/curriculums that are designed for special education there are chapters titled "assessment and evaluation," where the teachers are advised to use diverse methods to assess learners with various backgrounds. Nevertheless, the recommendations are not supported by concrete examples or specific guidelines on how to diversify assessment methods.

e. Is ICT used in the assessment of vulnerable groups?

No No information available **Yes**

Recently a School Development Model was established which targets to assess particularly vulnerable groups. Please see 4.3.a.

1. Boshtrakaj L, Rraci E., Bajrami K.: Challenges of Implementing the Curricular Reform in Pre-University Education in Kosovo, Prishtina: KEEN, 2018. [https://keen-](https://keen-ks.net/site/assets/files/1444/sfidat_e_zbatimit_te_reformes_kurrikulare_eng-1.pdf)

[ks.net/site/assets/files/1444/sfidat_e_zbatimit_te_reformes_kurrikulare_eng-1.pdf](https://keen-ks.net/site/assets/files/1444/sfidat_e_zbatimit_te_reformes_kurrikulare_eng-1.pdf)

This study aimed to identify and analyze current challenges in implementing the curricular reform in pre-university education, and in this context to provide recommendations on the further development of education policies and improvement of school practices in terms of the implementation of curricular reform.

The key challenges in implementation of the curricular reform identified in this study include:

Fragmented and incoherent approach to implementation of reform elements;

Non-consolidation of the mechanism for supervision, support and accountability in the process of curriculum implementation;

Inadequate orientation and insufficient support of teachers and schools in the planning and implementation of learning processes based on the principles of the Curriculum Framework;

Failure to set out standard requirements for learning progress, access and criteria for assessing certain competences for curriculum level;

Inadequate preparation, supervision and support of teachers and management and professional staff for the implementation of the curriculum;

Poor quality of education management of schools;

Insufficient engagement of the Municipal Education Directorates (MEDs) in the process of the curriculum implementation;

Lack of consolidation of quality assurance mechanisms;

Insufficient use of school autonomy in the curriculum implementation, in accordance with specific conditions of the teaching staff, students' needs, school infrastructure, and specifics of the locality where the school operates.

2. Boshtrakaj L, Rraci E., Bajrami K.: Quality of School Textbooks in Kosovo, Prishtina:KEEN, 2019.

https://www.keen-ks.net/site/assets/files/1466/cilesia_e_teksteve_shkollore_ne_kosove_eng.pdf

This study analyzed the legal framework and institutional mechanisms for evaluating and publishing school textbooks as well as the textbooks currently in use, from the perspective of their compliance with the requirements of the Curriculum Framework of Pre-University Education. The main shortcomings in the regulatory framework based on which new textbooks are being drafted and evaluated, include:

Lack of compliance between documents that regulate the process of drafting, evaluating and approving school textbooks and teaching resources;

Shortcomings in addressing fundamental aspects that regulate these processes and numerous procedural unclarities;

Avoiding important measures in the preparation process for drafting new textbooks and their evaluation process;
Non-consolidation of mechanisms for continuous data collection from schools/municipalities regarding the quality of school textbooks.

In the first pilot stages of the new curriculum and after starting the implementation, despite the lack of new textbooks, schools have not received any specific instruction on how to approach the use of current textbooks in line with the new spirit of the curriculum. Orientations offered in core curricula are very general, with emphasis on the possibility of using textbooks and alternative resources but they do not facilitate teachers getting repositioned about textbooks. The situation is similar in the subject curricula/educational programs prepared for the preparatory class, the first, second, sixth, seventh, tenth and eleven grades. In addition, neither in the teacher training programs for the implementation of the new curriculum this issue was addressed properly.

On the other hand, during the pilot phase of the new curriculum, there was a lack of a mechanism for data recording from schools/municipalities regarding shortcomings in school textbooks from the perspective of new curriculum requirements. Such an identification of typical and recurring shortcomings by teachers who worked with existing textbooks in implementing the new curriculum, would greatly contribute to the drafting of appropriate policies for drafting, evaluating, approving and publishing new textbooks.

3. Mehmeti S. et al: The Competency-based Curriculum – Implementation experience, challenges and opportunities, and the need for continuous support of teachers (Albanian), Prishtina: IPK, 2019.

This study analyses the developments related to the curriculum reform process in the Pre-University Education in Kosovo in the period 2016-2019. It assesses the curriculum implementation progress, particularly focusing at school level. The study identifies several shortcomings primarily related to the quality of trainings and support provided to teachers during the preparatory phase. Major conclusions of this study can be summarized as follows:

Lack of commitment and leadership by the Ministry in the curriculum implementation process, and missing consultation mechanisms;

Slow change in the school organizational culture to facilitate mutual cooperation and peer support in implementing the new curriculum;

Insufficient training of teachers and school administrators and lack of any organized support to schools.

Please provide information (main conclusions, reference and a link if available) on any recent reports, studies, evaluations and/or reviews, since 2015 relating to issues around curricula, learning materials and assessment processes.

Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to curricula, learning materials and assessment processes?

Implementation of the competency based curriculum requires a lot of coordination and guidance from the central level which was largely missing. The Government must establish mechanisms to support and monitor the implementation, using the monitoring data to inform curriculum revisions and future planning.

Competency-based approach requires a radical change in the way of interaction between the parties that make up the school community. This implies the cultivation of a school organizational culture that pays due attention to the involvement of students and parents in school processes, the involvement of external experts, cooperation between teachers and cooperation of teachers with school management, cooperation with other schools, partners and other service providers as well as continuous reflection

Serious concerns were raised by teachers, school administrators and experts with regard to the quality of new textbooks, primarily in relation to their alignment with the textbook standards and suitability to the requirements of the new curriculum. It is important to strengthen the textbook review process, and also consider adapting textbooks produced by reputable international publishers.

The Curriculum Framework provides a clear vision and orientation for pre-university education reform and is fully compliant with the European Council and European Parliament Recommendation on key competences for lifelong learning. However, the implementation process of curricular reform in Kosovo is characterized with a fragmented and incoherent approach. The Government is currently working in consolidating quality assurance mechanisms at central and school level, and revising its textbook publication policies, which are expected to have positive impact on curriculum implementation process. Also, the Government has a clear policy of introducing psycho-social and counseling services in all schools, and strengthening the school autonomy with respect to implementation of the curriculum and its adaptation to the context.

Section 5: Teachers and support personnel

How are staff in schools prepared to accommodate students of all abilities and backgrounds, in terms of their initial training, continuing professional development and their attitudes to inclusion?

Please list type of staff, their numbers and required level of education for the position in different type of educational institutions

Type of staff	Number	Required education	Comment
Mainstream schools			
Teachers	23,262	<p>As according to the Law on Pre-university Education in Kosovo and the Law on Higher Education in Kosovo, public higher education institutions are the only institutions that can provide study programs for preparation of teachers. In this regard, teacher preparation programs are provided by the University of Prishtina, University of Gjilan, University of Gjakova, University of Prizren and the University of Mitrovica.</p> <p>Furthermore, based on Article 33, Item 4 of the Law on Pre-university Education in Kosovo³² and Article 4 of the Administrative Instruction No. 5/2017 on the Licensing System and Development of teachers in Career³³, the duration of studies for teachers' preparation is as following:</p> <p>1. Programs for preparation of teachers for pre-school and primary education: Duration of studies for preparation of pre-school and primary teachers is at least 240 ECTS, of them at least 25 ECTS from the professional practice. This being said, teachers for pre-school education and primary education (grade 1 to 5) should have a BA degree from</p>	The number provided includes teachers employed in all levels of education (pre-school to upper secondary education) in public institutions.

³²Law Nr. 04/L-032 on Pre-University Education in Kosovo. Kosovo, 2011. <https://masht.rks-gov.net/uploads/2015/06/03-ligji-per-arsimin-parauniversitar-anglisht.pdf>

³³ AI No. 5/2017 on the Licensing System and Development of teachers in Career. MEST, 2017. <https://masht.rks-gov.net/uploads/2017/08/sistemimi-i-licencimit-dhe-zhvillimit-te-mesimdhemesve-ne-karriere.pdf>

		<p>the Faculty of Education in pre-school program and primary program respectively.</p> <p>2. Programs for preparation of subject teachers (lower and upper secondary education, grade 5 to 12): Duration of studies for preparation of subject teachers is at least 300 ECTS, 180 ECTS academic preparation and 120 ECTS (MA) pedagogical and practical components, of these at least 15 ECTS professional practice. In this regard, subject teachers for lower and upper secondary level of education should have a Master Education level in the Faculty of Education.</p> <p>3. Programs for teachers preparation for vocational education (VET): Duration of studies for preparation of professional teachers of the vocational school profile is at least 300 ECTS, of them 180 ECTS professional preparation and 120 ECTS (MA) pedagogical and practical components, of them at least 15 ECTS professional practice.</p> <p>In addition, all teacher training programs provided by the Faculty of Education should be in line with the professional standards set by Strategic Framework for Teacher Development and Curricular Framework for the relevant education level (pre-school and primary teachers, subject teachers, VET teachers).</p>	
Professional staff (psychologists, pedagogues, social pedagogues, speech	81 psychologists 69 pedagogues ³⁴	The functioning of pedagogical – psychological services in schools is regulated with the AI Nr.34/2014 Functioning of Pedagogical-Psychological Service in Schools, according to	

³⁴ Interview with Shqipe Bruqi, EMIS Statistics Officer held on 16.03.2020.

and other types of therapists)		<p>which psychologists and pedagogues should have the following qualifications:</p> <p>School Pedagogue must have a MA degree in Pedagogical branch of the Philological Faculty, respectively Faculty of Education.</p> <p>School Psychologist must have a MA degree in Psychological branch course or School of Psychology and Counselling of Philological Faculty³⁵</p>	
Teacher Assistants (specify role and add rows as required)	<p>86 supporting teachers;</p> <p>71 assistants for children with special needs.³⁶</p>	<p>According to the AI Nr.10/2018 for Normative over Professional Staff of the General Education³⁷, supporting educators, teachers and assistants for children with special needs are required to complete the following levels of education:</p> <p>1.Supporting Educators - Faculty of Education – Preschool program or Program of Pedagogy.</p> <p>2.Supporting Teachers</p> <p>MA level degree on inclusive education or education with special needs; or Philosophic Faculty - branch of Pedagogy or branch of special Pedagogy; or Education Faculty – program of primary education.</p> <p>3. Assistant for Children with Special Needs</p> <p>Secondary School of Health and post-secondary qualification for assistant for children with special needs.</p>	
<i>Others (please specify and add rows as required)</i>			
Special schools			

³⁵ AI No.34/2014 on the Functioning of Pedagogical – Psychological Service in Schools. Kosovo, 2014. <https://gzk.rks-gov.net/ActDetail.aspx?ActID=10421>

³⁶ Interview with Lulavere Behluli, Head of Division for Education of Children with Special Needs - MEST held on 19.03.2020.

³⁷ AI Nr.10/2018 for Normative over Professional Staff of the General Education. MEST, 2018. <https://masht.rks-gov.net/uploads/2018/07/ua-masht-10-2018-per-normativin-mbi-kuadrin-profes-te-arsimit-te-pergjithshem-x.pdf>

Teachers	113 supporting teachers 23 supporting educators 4 Instructors of Sign Language ³⁸	Similar to above, according to the AI 10/2018 on Normative over Professional Staff of the General Education, the different categories of teachers in special schools should complete the required level of education as following: 1.Supporting Educators – BA degree - Faculty of Education: Preschool program or Program of Pedagogy. 2.Supporting Teachers and 3. Itinerary Teachers MA degree on inclusive education or education with special needs; or Philosophic Faculty - branch of Pedagogy or branch of special Pedagogy; or Education Faculty: program of primary education. 4. Instructor of Sign Language - Educational related BA with trainings on sign language with 120 ECTS. 5. Interpreter of Sign Language (Secondary Education; or Certificate on completion of training of sign language with 120 ECTS.	
Professional staff (psychologists, pedagogues, social pedagogues, speech and other types of therapists)	1 Psychologist; 2 Pedagogues ³⁹	As stated above, School Pedagogue must have a MA degree in Pedagogical branch of the Philological Faculty, respectively Faculty of Education. School Psychologist must have a MA degree in Psychological branch course or School of Psychology and Counselling of Philological Faculty) ⁴⁰	
Teacher Assistants (specify role and add rows as required)	7 assistants for children with special needs ⁴¹	1. Assistant for Children with Special Needs - Secondary School of Health and post-secondary qualification for assistant on the	

³⁸ Interview with Lulavere Behluli, Head of Division for Education of Children with Special Needs - MEST held on 19.03.2020.

³⁹ Interview with Lulavere Behluli, Head of Division for Education of Children with Special Needs - MEST held on 19.03.2020.

⁴⁰ AI No.34/2014 on the Functioning of Pedagogical – Psychological Service in Schools. Kosovo, 2014. <https://gzk.rks-gov.net/ActDetail.aspx?ActID=10421>

⁴¹ Interview with Lulavere Behluli, Head of Division for Education of Children with Special Needs - MEST held on 19.03.2020.

		work for children with special education needs. ⁴²	
		2. Assistant of Sign Language - Secondary Education or Certificate on completion of training of sign language with 120 ECTS. ⁴³	
<i>Others (please specify and add rows as required)</i>			
Other institutions offering education if they exist (i.e. children's homes, young offenders institutions etc).			
Teachers			
Professional staff (psychologists, pedagogues, social pedagogues, speech and other types of therapists)			
Teacher Assistants (specify role and add rows as required)			
<i>Others (please specify and add rows as required)</i>			

Please indicate if education/training on inclusion in education is available for the following groups of professionals.

Type of staff	Yes	No	No information	If yes please state if pre- or in-service, mandatory or optional, who provides education/training and summary of content
Head teachers/School directors	Yes			Teacher professional development in Kosovo is regulated by both primary and secondary legislation. The existing model of teacher professional development in Kosovo is mostly based on training programs provided by MEST and other

⁴² AI Nr.10/2018 for Normative over Professional Staff of the General Education. MEST, 2018. <https://masht.rks-gov.net/uploads/2018/07/ua-masht-10-2018-per-normativin-mbi-kuadrin-profes-te-arsimit-te-pergjithshem-x.pdf>

⁴³ Ibid.

			<p>external providers (Kosovo Pedagogue Institute, NGOs, Faculty of Education) selected by MEST based on a certain criteria. All training programs are presented in the catalogue published and updated by MEST, but this does not mean that they are available for all teachers and school directors anytime. In this regard, as according to this catalogue, there are numerous training programs on inclusion (among others) available for school directors:</p> <ul style="list-style-type: none"> - Inclusive Education; - Education for Social Justice; - Multicultural and Multiethnic education; - Education for democracy and human rights; - Inclusion and Teaching for Students with Special Needs. <p>Nonetheless, it is worth mentioning the process of professional development for school directors based on certain standards has not been developed yet. In addition, there is no information whether it is mandatory for school directors to complete certain trainings on inclusion.</p> <p>In regards to pre-service education, as according to the AI Nr. 15/2019 on duties, responsibilities, procedures and criteria of election of the director and deputy director of the public pre-university educational and training institutions⁴⁴, one of the main criteria to be met to be elected for the position of school director is to have a regular teachers license, meaning that school directors should have a degree in one of the teaching programs. As explained in the question 5.4. there are different teaching programs provided by the Faculty of Education and all of them have at least one course in inclusion in education with academic credits varying from 4 to 6 ECTS depending on the type of the program.</p>
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⁴⁴ AI Nr. 15/2019 on duties, responsibilities, procedures and criteria of election of the director and deputy director of the public pre-university educational and training institutions. MEST, 2019. <https://masht.rks-gov.net/uploads/2019/07/ua-nr-15-2019.pdf>

Teachers	Yes		<p>Similar to above, based on the catalogue with the accredited programs for teacher professional development there is a number of in-service trainings on inclusion available for teachers as following:</p> <ul style="list-style-type: none"> - Inclusive Education; - Education for Social Justice; - Multicultural and Multiethnic education; - Education for democracy and human rights; - Inclusion and Teaching for Students with Special Needs; - Inclusion of Children in Pre-Primary education; - Individual education plan etc. <p>Even though the process of teacher professional development is regulated with primary and secondary legislation its implementation in practice remains a challenge. Similarly, despite the fact that MEST has invested in the software for teacher licensing system, which includes data on the training hours of teachers, the maintenance and population of the database is not updated regularly and accordingly. Consequently, there are no reports on teacher involvement in trainings, types of training programs, teachers' needs etc. In addition, training programs have not been evaluated and prioritized based on teachers' needs and in alignment with four career stages (e.g. career teacher; advanced teacher; mentor teacher and merit teacher). To this end, there is no information whether it is mandatory for teachers to complete training programs on inclusion.</p> <p>It is also worth mentioning that not all training programs provided in the catalogue are available to teachers throughout the year.</p> <p>In terms of pre-service teacher preparation, as explained in question 5.1. depending on the position (pre-school teacher, primary, or subject teacher) teachers should complete a required level of education. Education programs are</p>
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			provided by the Faculty of Education in five public universities of Kosovo. All education programs provided by universities have at least one course on inclusive education in their curriculum. Nonetheless, the number of courses varies depending on the type of the education program. For e.g. pre-school education program, among other courses related to the development of the child has one particular course on inclusion on pre-school education with 6 ECTS. Whereas, the education program on inclusive education in its syllabus has many courses related to inclusion. ⁴⁵
Teacher Assistants	Yes		Similarly, to teachers and head teachers/school director, teacher assistants also have the opportunity to attend/complete accredited training programs on inclusion. In Kosovo there are only assistants for children with special needs whom should have a post-secondary qualification for children with special needs.
Professional Staff	Yes		Among other trainings, trainings on inclusion and education of children with special needs; Multicultural and Multiethnic education are also available to the professional staff (pedagogues and psychologists). All programs for the preparation of school pedagogues provided by the Faculty of Education within the University of Prishtina namely: General Pedagogy, Pedagogy – Scientific Theory, MA of Pedagogy in VET schools, include courses on inclusion, special pedagogy, school dropouts and its prevention, inclusive education and diversity etc. ⁴⁶ Similarly, the programs related to the field of psychology provided by the Faculty of Philosophy, within University of Prishtina in their syllabuses include courses on learning and inclusive education, teaching and active learning, intercultural psychology, working with people with special needs etc. ⁴⁷

⁴⁵ Faculty of Education/University of Prishtina Website. <https://edukimi.uni-pr.edu/Departamentet.aspx>

⁴⁶ Ibid.

⁴⁷ Faculty of Philosophy/University of Prishtina Website. <http://filozofiku.uni-pr.edu/Departamentet/Departamenti05.aspx>

Inspectors	Yes			<p>According to the Law Nr. 06/L-046 on Education Inspectorate in the Republic of Kosova,⁴⁸ Article 21, education inspectors should engage in continuous professional development programs. In this regard, trainings on inclusion are available to educator inspectors as well. In 2018/19, education inspectors completed the trainings on inclusion index and individual education plans.⁴⁹</p> <p>Similar to the case of school directors above, one of the main criteria to be elected in the position of education inspector is to have at least 5 years of experience in education⁵⁰, thus, implying that education inspectors have completed one of the teaching programs, which in turn involve courses on inclusion on their syllabuses.</p>
Teacher Trainers	Yes			<p>Trainings on inclusion for teacher trainers are also available, however, it should be noted that similar to other training programs they are not available throughout the whole year.</p> <p>Teacher trainers should undergo a standardized training themselves prior to being able to provide that training to teachers. Upon the accreditation of training by MEST, calls for preparation of teacher trainers for a specific training along with the criteria for participation are determined by training developers and providers (MEST, local and international NGOs, Faculty of Education etc.) Nonetheless, inclusion in education as a concept is also involved in different training programs provided to teachers, not only those related to inclusion.</p>
Others (please list add rows as required)				

a. If you answered no to any of the above, please provide further information:

⁴⁸ Law Nr. 06/L-046 on Education Inspectorate in the Republic of Kosova. Kosovo, 2018. <https://gzk.rks-gov.net/ActDocumentDetail.aspx?ActID=17744>

⁴⁹ Mehmeti S., Boshtrakaj L., Mehmeti F.: Mid-term Evaluation: Implementation of Kosovo Education Strategic Plan 2017 – 2021, Prishtina: KEEN, 2020. http://www.keen-ks.net/site/assets/files/1474/vleresim_afatmesem_i_psak_eng.pdf

⁵⁰ Law Nr. 06/L-046 on Education Inspectorate in the Republic of Kosova. Kosovo, 2018. <https://gzk.rks-gov.net/ActDocumentDetail.aspx?ActID=17744>

Is education and training of teachers aligned with national policy goals on inclusive education?

No No information available Yes

If yes, please give a description.

Teacher professional development along with inclusive education is one of the main priorities of the education system in Kosovo and as such is reflected in almost all policies and strategic documents developed at national level. Similarly, teacher professional development is an integral part of education development plans developed at both local and school level. In addition, teacher professional development (pre-service and in-service) should be in alignment with professional standards as defined in the Strategic Framework for Professional Development, as well as, Curricular Framework for Pre-university Education in Kosovo,

Nonetheless, despite the fact that the legal framework for teacher professional development has advanced throughout years, it lacks its implementation in practice mainly due to lack of institutional support provided to schools, lack of budget allocated and lack of coordination between all stakeholders to provide training programs based on teachers' needs.

If no, please give further information:

With respect to the main initial teacher education programmes, describe how inclusion in education is addressed in it (i.e. requirement for number of academic credits under European Credit Transfer and Accumulation System (ECTS), subjects and topics covered, focus etc).

Faculty of Education provides a variety of teaching programs, including, early childhood education and development, pre-school education, primary education program, inclusive education, general pedagogy, leadership in education, teaching and curricula etc. ⁵¹ In this regard, all teaching programs have at least one course in inclusion in education, whose academic credits vary from 4 to 6 ECTS, depending on the program. In general, the course on inclusion in education addresses issues such as: knowledge of the notions and fundamentals of inclusiveness in education, observation, identification and evaluation of children/students with special needs, early intervention, early services and individual education plan. In addition, courses on inclusion address topics related to contemporary definition of inclusion, human/child rights, philosophy of inclusive education, and forms of inclusion in EU countries.

Please provide information (main conclusions, reference and a link if available) on any recent reports, evaluations and/or reviews, since 2015 relating to initial teacher education and/or professional development issues.

Hunt P.F.; Belegu-Caka V.: Situation analysis: children with disabilities in Kosovo, Prishtina: Unicef, 2018.
<https://www.unicef.org/kosovoprogramme/media/216/file/KOS-SITAN-ENG.pdf>

In regards to initial teacher education and in-service professional development, the reports states that the curriculum for pre-service preparation and in-service teacher development are not harmonized. In addition, training programs for teacher professional development have been provided by different NGOs without a cohesive plan of action and

⁵¹ Faculty of Education Website. <https://edukimi.uni-pr.edu/Departamentet.aspx>

has thus resulted in different understanding and practices of inclusive education. To this end, the report suggests that capacities of pre-school professionals, teachers and other education professionals should be improved to help foster an inclusive education system: “All teachers must be adequately trained on child development and child-centred pedagogy and differentiated instruction that can support them to teach all students in a regular classroom. Teachers and education professionals must also be trained to identify the occasions when they require the support of other teachers or specialized professionals, and they must be compelled to utilise mechanisms for collaboration and cooperation among professionals.”

Mehmeti S., Rraci E., Bajrami K.:Teacher Professional Development in Kosovo, KEEN 2019. http://www.keen-ks.net/site/assets/files/1467/zhvillimi_profesional_i_mesimdhenesve_ne_kosove_eng.pdf

This report analyses current policies related to teacher professional development in Kosovo, identifies challenges, gaps, as well as, opportunities to build an effective and sustainable system for teacher professional development in Kosovo. As such the report, analyses how in-service teacher professional development in Kosovo is planned and carried out, the relevance of teacher professional development programs in Kosovo, teachers’ perception towards TPD programs etc.

In regards to pre-service teacher development, the reports states that the legal framework, strategic planning, curriculum documents and lately the development of the strategic framework for teacher professional development has improved the link between pre-service and in-service teacher development. Nonetheless, the implementation of this link in practice remains a challenge, mainly to due to the non-implementation of the Law on regulated professions, the failure to fully implement the teacher licensing system, the frequent changes of teacher norms that determine the qualification of teachers required for all level of the pre-university education and lastly lack of professional standards for pre-service teacher development based on the curriculum areas for each level of education.

In addition, the report states that the main TPD programs provided to teachers during the last three years were on trainings related to implementation of curriculum and educational leadership. On the other hand, there is a general consensus that trainings provided are not in line with teachers’ actual needs. In this regard, there is still no analysis on TPD programs offered, their relevance and their prioritization based on teachers’ needs according to four types of licenses (e.g. career teacher license; advanced teacher license; mentor teacher license and merit teacher license).

Another challenge identified in regards to in-service teacher professional development is the lack of accurate data related to TPD programs: “Despite the fact that MEST has invested in the software for teacher licensing system, which includes data on the training hours of teachers, the maintenance and population of the database is unsustainable. Consequently, there are no reports on teacher involvement in trainings, types of training programs involving teachers, teachers' needs etc.”

Mehmeti S., Boshtrakaj L., Mehmeti F.: Mid-term Evaluation: Implementation of Kosovo Education Strategic Plan 2017 – 2021, Prishtina: KEEN, 2020. http://www.keen-ks.net/site/assets/files/1474/vleresim_afatmesem_i_psak_eng.pdf

Similarly to the reports above, the report on the implementation of Kosovo Education Strategic Plan during its first three years of implementation also finds out that despite the fact that the Catalogue for training programs was updated and published in 2019, there is still no evaluation of training programs provided to teachers and their relevance to teachers' needs, hence, the priority programs to be provided to teachers by MEST and other partners have not been identified yet. In addition, due to the lack of data it is very difficult to generate reports and assess teachers' needs. In terms of TPD programs, during 2017 – 2019 the main focus of MEST was the provision of trainings related to implementation of curriculum and education leadership.

Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to teachers and support personnel?

Teachers play a critical role in making inclusive education accessible to all students, in particular students with special needs. Nonetheless, in order to ensure the inclusion of all children, supportive mechanisms should be provided to teachers. In this regard, there are several mechanisms in place in Kosovo that support educational institutions, in particular teachers to achieve inclusiveness namely⁵²:

Supporting educators whose role is to support regular educators in planning the individual education plan, organizing and planning activities, advising educators on how to work with children with special needs and as needed work individually with them. In addition, they cooperate with Resource Centers regarding teaching methods, teaching materials and help during the integration process of children/students from Resource Centers to regular schools.

Supporting teachers whose role is to cooperate with teachers/subject teachers to identify students with special needs, develop individual education plan and advise and support them on the teaching methods for children with special needs, classroom management, teaching materials. Similarly, to above they cooperate with Resource Centers on teaching methods, teaching materials and support needed for students.

Traveling/Itinerary teacher – identifies students with special needs in regular schools and other institutions, collaborates with regular schools, identifies students' needs and supports them with materials and other necessary materials, supports regular school teachers with professional advice, coordinates the work of the Resource Center with regular schools.

School Psychologist - provides psychological services and focuses on the mental and physical development of students as well as on the assistance and support to increase the quality of the learning and teaching process.

⁵² Inclusive Education – The right of everyone. MEST, 2014. (Albanian) <https://masht.rks-gov.net/uploads/2015/06/arsimimi-06-06-2014-3.pdf>

Among others, the psychologist cooperates with teachers and provides counselling and training services Assessment and interpretation of student outcomes, school pedagogical staff in accordance with school development strategies.

School Pedagogue – focuses on teacher professional development and the development of student profiles in collaboration with teachers using contemporary techniques and methods and is also involved in the design of the individual education plan.

In addition to these school mechanisms, several positive steps have also been taken to improve legislation and school practice including, the development of numerous professional development trainings that tackle inclusion, establishment of attached classes within regular schools, transformation of special schools into Resource Centers, development of manuals and books on the issue of inclusive education etc.

Nonetheless, despite the existing mechanisms they are very limited. As it can be seen from question 5.1. there is a very low number of supporting educators, supporting teachers, assistants for children with special needs engaged in regular schools etc. Currently there are 86 supporting teachers and 71 assistants for children with special need at national level and due to the lack of such mechanisms, some parents are forced to hire assistants with their own finances. Similarly, the low number of school pedagogues and psychologists poses a barrier to inclusive education.

In addition, there is no accurate data on the number of training hours attended by teachers, which in turn makes impossible the generation of reports, evaluation of the impact of training programs as well as teachers' needs in regards to inclusion. It is generally evaluated that during the last three years the main focus of MEST was the provision of trainings related to the implementation of new curriculum, thus, the lack of trainings provided to teachers on working with children with special needs remains a challenge.

Therefore, in order for inclusion to be successfully implemented the number of supporting teachers/qualified staff should be increased so that they can support teachers, work individually with the student with special needs as needed, and help schools create a new approach of educational programs that contribute towards the achievement of potential of each child. In addition, in-service teacher training programs should be provided based on teachers' needs. In this regard it is necessary for all teachers to have the adequate skills to work in and help foster an inclusive education system.

Section 6: Schools

How does the work of schools, school management and leadership impact on access, participation and provision of equitable opportunities for all learners?

Who is excluded from attending any form of school?

Please give reasons for this group being excluded from attending school and describe any form of alternative provision made for them?

Primary and lower secondary level of education (grade I to IX) is mandatory, which means that no one shall be excluded from school. Nonetheless, there are cases of fixed-term exclusions and permanent exclusions from schools made for various disciplinary reasons. In such cases, excluded students are placed to another education institution. There is no data published which shows the number of students excluded (short term or permanently).

Are there issues around the over- and under-representation of different vulnerable groups in different school settings?

No No information available Yes

If yes, please give a description and provide any data/evidence that is available

The participation of children from Roma, Ashkali and Egyptian communities in the education system has improved throughout years, however, it still remains a challenge their low participation in the pre-school and upper secondary level of education. The table below presents the number of children/students from Roma, Ashkali and Egyptian communities enrolled in all levels of education during the last three years. As it can be seen from the table below, participation in compulsory education (grades I-IX) is satisfactory, whereas, participation in preschool education, pre-primary and upper secondary is very low.

Level of Education	2016/2017 ⁵³	2017/2018 ⁵⁴	2018/2019 ⁵⁵
Pre-school education (Age 0-4)	0	13	24
Pre-primary (Age 5-6)	397	411	436
Primary education (Grade 1-5)	3431	3663	3651
Lower secondary education (Grade 6-9)	1954	2020	2146
Upper secondary education (Grade 10 – 12)	486	561	582
Total	6268	6668	6839

⁵³ Education Statistics in Kosovo 2016/17. KAS. https://ask.rks-gov.net/media/3443/education-statistics-2016_2017-2.pdf

⁵⁴ Education Statistics in Kosovo 2017/18. KAS. <https://ask.rks-gov.net/media/4146/stat-e-arsimir-2017-2018ang.pdf>

⁵⁵ Education Statistics in Kosovo 2018/19. KAS. <https://ask.rks-gov.net/media/5056/education-statistics-2018-2019.pdf>

The gross enrolment rate for children/students of Roma, Ashkali and Egyptian communities in all levels of education is: 55% in pre-primary education; 89.20% in primary education (grade 1 to 5); 69.4% in lower secondary education (grade 6 to 9) and only 30.3% in upper secondary education (grade 10 to 12).⁵⁶

Similarly, children/students with special needs are under-represented in the education system.

In this regard, the data related to the number of students with special needs and the accuracy of these data is complex because there is no evaluation of all students with special needs included in regular classes. In this regard, it is estimated that the number of students with special needs in regular classes has decreased year by year, whereas the number in Resource Centers has increased.

Table 5. Number of students with special needs in pre-university education⁵⁷

Number of students	2016/2017	2017/2018	2018/2019
Students with special needs in Resource Centers	271	315	365
Students with special needs in attached classes	5,294	4,451	3,645
Total number of students with special needs in pre-university education	5,565	4,766	4,010

If no, please give further information:

Please give details on the main admissions criteria for schools.

a. Highlight any issues with the national polices.

In regards to enrolment in the first class of primary education, schools are required to enrol all students living in the area they cover. The parents may request for the enrollment of their children in another educational institution even though they live out of the area covered by that institution. The request is reviewed by the municipality and based on the vacant positions in that educational institution the decision is taken.

In order to enroll the child in the first class, a parent should present these documents:

Child’s birth certificate

Child’s medical card

Documents certifying the identity and the residence of the parent

Registration form, which is filled out at the time of enrollment in the respective institution.

⁵⁶ Mehmeti S., Boshtrakaj L., Mehmeti F.: Mid-term Evaluation: Implementation of Kosovo Education Strategic Plan 2017 – 2021, Prishtina: KEEN, 2020. http://www.keen-ks.net/site/assets/files/1474/vleresim_afatmesem_i_pszak_eng.pdf

⁵⁷ Ibid.

The State still does not have a test for the children enrolling in the first class. The requirements for a student to enroll in a private school are determined by the private schools.

b. Where schools set their own admissions criteria, please outline any impact on inclusion.

As according to the admissions criteria explained above, all children are provided the opportunity to enrol in primary education.

Please provide information on the different forms of support that are available to learners in schools.

a. Inclusive pedagogy, personalized learning and universal design approaches

No No information available **Yes**

If yes, please give a description.

Pedagogical and psychological services are available in educational institutions in Kosovo. Their role and functioning is regulated with the AI No. No.34/2014 on the Functioning of Pedagogical – Psychological Service in Schools.⁵⁸

Nonetheless, it is evaluated that the number of pedagogues and psychologists in all schools of Kosovo is very low due to the lack of budget, which in turn implies that there are schools that lack such services.

If no, please give further information:

b. counselling and mentoring possibilities

No No information available **Yes**

If yes, please give a description.

If no, please give further information:

Professional staff (psychologists and pedagogues) provides counselling and mentoring services for learners in schools. In addition, counselling and mentoring services have been provided on behalf of different projects aiming to improve the quality and inclusion in the education system in Kosovo. For e.g. the EU-funded project “EU-Support for the Implementation of the Roma, Ashkali and Egyptian Strategy Phase 2- EUSIMRAES II” has provided mentorship programs which aimed at improving the retention and attainment by providing non-academic and academic support to Roma, Ashkali and Egyptian secondary school students. As a rule, students demonstrating lower performance at school were given priority for mentoring. They were assisted in issues related to learning, communication with peers or teachers, information about school programs or extracurricular activities etc. More specifically, the mentorship program was implemented in two ways:

Individual mentoring (counselling and career orientation, delivering learning techniques, facilitating the relationship student – family – school, helping the student to plan their time, guiding the students to elaborate individual study plans, support the beneficiaries to adapt in the new environment, show them the opportunities in school (library,

⁵⁸ AI No.34/2014 on the Functioning of Pedagogical – Psychological Service in Schools. Kosovo, 2014. <https://gzk.rks-gov.net/ActDetail.aspx?ActID=10421>

medical office, youth club, theatre club, educational competitions, etc) and outside the school (different youth clubs, theatre, hospital, city library etc) and

group support (facilitating the interaction of the beneficiaries and other students from school, encouraging the participation of the beneficiaries in extracurricular activities: exchange of experience meetings with other beneficiaries, organizing group activities, encouraging the interaction with other youth groups, local Roma Roma, Ashkali and Egyptian NGOs.

c. input from specialist teachers/therapists

No No information available Yes

If yes, please give a description.

If no, please give further information:

Similar to the answer above, there is no practice of having therapists/specialist teachers in schools of Kosovo. There could be cases where such services were provided with the donor support, however, there is no accurate data nor reports on this regard.

d. input from learning support assistants

No No information available Yes

If yes, please give a description.

The engagement of supporting assistants (namely supporting educators, teachers and itinerant teachers for students with special needs) is regulated with laws and by-laws concerning the education system in Kosovo, however, in practice the number of supporting assistants is very low. As of 2019, there were 83 supporting teachers and 49 assistants working with children with special needs.⁵⁹ In this regard, lack of sufficient assistants forces parents to engage such services with their own finances.

If no, please give further information:

e. availability of ICT / assistive technology

No No information available Yes

If yes, please give a description.

MEST has equipped a considerable number of schools with computers, projectors, equipment, as well as, other tools that enable the development of student competencies. Nonetheless, the situation in terms of the availability of ICT technology is considered to be unsatisfactory and there are no official accurate data which show the number of equipment distributed per school as well as their usage. Similarly, the majority of municipalities (municipal education directorates) who are also responsible to supply schools with teaching materials and ICT technology do

⁵⁹ Mehmeti S., Boshtrakaj L., Mehmeti F.: Mid-term Evaluation: Implementation of Kosovo Education Strategic Plan 2017 – 2021, Prishtina: KEEN, 2020. http://www.keen-ks.net/site/assets/files/1474/vleresim_afatmesem_i_psk_eng.pdf

not keep records of each school and update it regularly as needed, therefore, there is no accurate data on this regard.

If no, please give further information:

f. Please describe any other forms of support available.

Learning centers have been established and are functional in different municipalities of Kosovo with the aim of improving the participation of children/students from roma, ashkali and egyptian communités in all levels of education. In this regard, learning centers can be community based and school-based and as such provide pre-school programs for children age 3 to 5, additional learning classes, help children with homework, as well as, organize different social activities. Nonetheless, it is worth mentioning that learning centers operate mainly through donor financial support, which is not sustainable. An AI NR.12/17 on the establishment and functioning of learning centers has been developed and approved by MEST in 2018 but it hasn't started its implementation yet. On the other hand, it is considered that Learning Centers have played a major role on not only improving participation of children in all levels of education, but also their school performance.

Please give a description of the strategies in place for practically supporting mainstream school staff teams to increase their capacity to be inclusive and to improve access, participation and achievement for all learners.

Strategy	Description of the focus
Kosovo Education Strategic Plan 2017-2021 https://masht.rks-gov.net/uploads/2017/02/20161006-kesp-2017-2021.pdf	Kosovo Education Strategic Plan 2017 – 2021 is the key strategic document for the development of the education sector in Kosovo. As such it consists of 7 strategic objectives: 1) Participation and Inclusion; 2) Management of the Education System; 3) Quality Assurance; 4) Teacher Development; 5) Teaching and Learning; 6) Vocational Education and Training and Adult Education and 7) Higher Education. The first strategic objective on Participation and Inclusion foresees different activities/measures, whose implementation is supposed to improve the participation and inclusion in all levels of education. Expected results that could lead to the fulfilment of the strategic objectives are: Participation in quality pre-school education reaches 20% of children aged 0-5; All 5-year-old children are included in pre-primary quality education; 50% of children with special needs are included in the pre-university education system; Inclusion of children of Roma, Ashkali and Egyptian communities in primary education has increased by 10%, while in lower and upper secondary education has increased by 20%;

	<p>All repatriated children are included in the education system and strengthen the mechanisms for organising education in Diaspora;</p> <p>Effective mechanisms to prevent dropout and non-enrolment in pre-university education are established;</p> <p>There are mechanisms and programmes for identification and support of children with exceptional intellectual potential and special talents in academic, creative and artistic fields;</p> <p>There are effective mechanisms and policies in place to promote diversity through an integrated education system.⁶⁰</p> <p>In addition, each of the above-mentioned expected results consists of different activities.</p>
<p>Strategy for Inclusion of Roma and Ashkali Communities In the Kosovo Society 2017-2021</p> <p>https://kryeministri-ks.net/wp-content/uploads/docs/ANG-STRATEGJIA_P%C3%8BR_P%C3%8BRFSHIRJEN_E_KOMUNITETEVE_ROM_DHE_ASHKALI_N%C3%8B_SHOQ%C3%8BRIN%C3%8B_KOSOVARE_2017-2021.pdf</p>	<p>Strategy for Inclusion of Roma and Ashkali Communities in Kosovo Society 2017 – 2021 is the key development document for the integration of roma and ashkali communities, as well as, for strengthening the multi-ethnic and multi-cultural character of Kosovo society. It is focused on 4 priority fields, namely, 1) Education; 2) Employment and Social Welfare; 3) Health and 4) Housing. Each strategic objective has been broken down to expected results, which were further translated into measures and activities.</p> <p>Below is the list of expected results foreseen for the field of education:</p> <p>1.1.Participation of Roma and Ashkali community members in education has been improved;</p> <p>1.2.Performance of learners and students of Roma and Ashkali communities has been improved;</p> <p>1.3.Key stakeholders have been sensitized to support the education of Roma and Ashkali community members.⁶¹</p> <p>In addition, each of the above-mentioned expected results consists of different activities.</p>
<p>National Development Strategy 2016 – 2021</p> <p>http://www.kryeministri-ks.net/repository/docs/</p>	<p>National Development Strategy 2016 – 2021 is a basic strategic document addressing development policies of special importance. The education area, as one of the prioritized areas, has been treated under Chapter One of the Strategy – Development of the Human Capital. Within this pillar, the foreseen measures related to education are as following: increase participation of children in</p>

⁶⁰ Ministry of Education, Science and Technology (MEST). Kosovo Education Strategic Plan 2017 – 2021. Prishtina, 2016. <https://masht.rks-gov.net/uploads/2017/02/20161006-kesp-2017-2021-1.pdf>

⁶¹ Government of the Republic of Kosovo. Strategy for Inclusion of Roma and Ashkali Communities in Kosovo Society 2017 – 2021. Prishtina, April 2017. https://kryeministri-ks.net/wp-content/uploads/docs/ANG-STRATEGJIA_P%C3%8BR_P%C3%8BRFSHIRJEN_E_KOMUNITETEVE_ROM_DHE_ASHKALI_N%C3%8B_SHOQ%C3%8BRIN%C3%8B_KOSOVARE_2017-2021.pdf

<u>National Development Strategy 2016-2021 ENG.pdf</u>	preschool education, improve teaching quality in pre-university education; link education with labor market needs; strengthen accountability through inspection, conduct performance assessment and external exams, as well as, optimize expenses in education through database systems. ⁶²
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Please provide information regarding school buildings and infrastructure.

a. Are there schools that face infrastructure issues that are barriers to inclusion?

No No information available **X Yes**

If yes, please give a description and provide information on what barriers, how they are monitored and any data/evidence that is available.

The majority of mainstream schools in Kosovo have poor infrastructure and education materials (e.g. appropriate classrooms, desks, chairs, teaching materials etc.). In addition, transportation is often not available and limited budget allocated to the field of education does not allow for successful implementation of inclusive policies to fulfil the needs of all students while respecting the distinctions between their needs related to impairments and other characteristics.

In this regard the development of inclusive, safe and healthy environments remains an important issue.

If no, please give further information:

b. Are there strategies and/or initiatives to improve school buildings and infrastructure?

No No information available **X Yes**

If yes, please describe the strategies, their aim and focus.

Strategy	Description of the focus
Kosovo Education Strategic Plan 2017-2021 https://masht.rks.gov.net/uploads/2017/02/20161006-kesp-2017-2021.pdf	As described in the section above, KESP 2017 – 2021 is the key strategic document for the development of the education sector in Kosovo. On behalf of strategic objective 2) Management of the Education System, the strategy foresees a number of measures to improve school building and infrastructure as following: 2.6.Schools have established safe, friendly and healthy environments for all. 2.7.Build an effective system of education building management that contributes to the creation of suitable learning environments.

⁶² Government of the Republic of Kosovo. National Development Strategy 2016 – 2021. Prishtina, January 2016. http://www.kryeministri-ks.net/repository/docs/National_Development_Strategy_2016-2021_ENG.pdf

	2.8.Improve educational infrastructure through construction, renovation, expansion and equipping of educational institutions with adequate teaching resources. ⁶³
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If no, please give further information:

Please provide information (main conclusions, reference and a link if available) from any recent reports, systematic evaluations and/or reviews, since 2015 of the school system, potentially drawing on information from school inspections and / or school self-review work.

Ministry of Education, Science and Technology (MEST). Annual Self-Evaluation Report (Albanian). March, 2019.

MEST annual self-evaluation report on the implementation of Kosovo Education Strategic Plan in 2018 indicates that teaching conditions, internal infrastructure, ICT equipment and other learning materials are significantly low. Throughout 2018, in regards to investment in infrastructure, MEST has mostly focused on building new schools and pre-school education institutions. Nonetheless, schools still lack adequate internal infrastructure. According to this self-evaluation report, the majority of school in Kosovo do not have the adequate equipment including, libraries, equipped laboratories, computers and learning textbooks.

Mehmeti S., Boshtrakaj L., Mehmeti F.: Mid-term Evaluation: Implementation of Kosovo Education Strategic Plan 2017 – 2021, Prishtina: KEEN, 2020. http://www.keen-ks.net/site/assets/files/1474/vleresim_afatmesem_i_psak_eng.pdf

Similarly to the above, the monitoring report of CSOs on the implementation of Kosovo Education Strategic plan during its first three years of implementation shows that infrastructure investment policy in Kosovo is mainly focused on building new schools, and as such Kosovo lags behind in all parameters of internal infrastructure and teaching materials: “The majority of schools in Kosovo fail to offer the adequate conditions for learning, including libraries, labs, computers and textbooks. Internet access is widely provided, but its use in learning processes is low.” In regards to the supply of schools with computers and other ICT equipment, although investment was made by partner organisations⁶⁴, no serious initiative was noticed by the MEST and there are no specific data on this regard. Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to schools?

The main perceived challenges for inclusion in education in regards to schools are as following:

⁶³ Ministry of Education, Science and Technology (MEST). Kosovo Education Strategic Plan 2017 – 2021. Prishtina, 2016. <https://masht.rks.gov.net/uploads/2017/02/20161006-kesp-2017-2021-1.pdf>

⁶⁴ 160 beneficiary schools part of the ESIP project, financed by the World Bank, received different technology equipment and other didactic materials; 23 beneficiary schools part of the project “Teach me” were equipped with 5-10 Smart TVs to implement digital teaching, whereas for 9 beneficiary schools, part of the project “Teach me”, LAN has been installed and internet connection is prepaid for two years for 2 schools, 1 school in Shtime and 1 school in Drenas. With the support of the ASSET program, implemented by the KEC and financed by the USAID, Makerspaces were established in 16 gymnasiums, including: 3D printer, CNC laser, CNC router, 2 x TV, 4 x tablets, pocket lab, digital microscope, soldering station, digital cameras, hand tools, sewing machines, musical instruments, etc. used in project based learning.

Lack of adequate infrastructure and education materials to support the inclusion of all children in the education system (e.g. appropriate classrooms, desks, teaching materials etc.);

Limited budget allocated to the field of education;

Lack of investment in ICT technology and other materials that provide the development of student competencies;

Lack of accurate data;

Lack of training for the educational personnel working with children with special needs.

Teaching materials, school infrastructure, ICT equipment are very important instruments in improving learning outcomes and developing student skills and competencies. In this regard, due to the lack of data, it is important for MEST and MEDs to analyse the situation of infrastructure, teaching materials, and ICT equipment in all schools and supply schools based on their needs. Keeping evidence and updating it regularly is an important aspect for efficient management of financial and human resources. In addition, it is necessary to draft a plan for equipping schools with technology and its effective use.

Continuous training for the educational personnel working with children with disabilities needs to be provided on an institutional level. Long term planning on staffing relevant positions with professionally prepared educators needs to be developed to ensure long term sustainability and transfer of know-how.

To ensure the successful transition of children with disabilities from non-formal education to formal education a teaching assistant/second teacher needs to be provided by the school. To date, the teachers in the majority of the cases are left unsupported in dealing with children with disabilities in their classroom which in the long run might jeopardize the successful transition and integration in formal education.

Section 7: Communities, parents and students

How far does the wider school community support learners to access and benefit from education opportunities?

Have there been any campaigns to raise awareness of inclusion in education at national or local level?

No No information available Yes

If yes, please give a description.

Numerous campaigns to raise awareness of inclusion in education have been organized at both local and national level. In this regard, various awareness raising campaigns were organized for families/children of roma, ashkali and egyptian communities related to the importance of education, preventing school dropouts, early marriages etc. Similarly, awareness raising campaigns for inclusion in education were organized by UNICEF, Save the Children and other stakeholders involved in this field.

If no, please give further information:

Does legislation/policy support parental involvement in schools?

No No information available Yes

If yes, please give a description.

Parents comprise a very important actor in students' learning; therefore, the legislation concerning the pre-university education in Kosovo defines specific responsibilities for the involvement of parents in their children's schooling. In this regard, in addition to individual responsibilities, parents are guaranteed the right to be included in school governing bodies and parents council. They can also participate at Parents Council at municipal and central level.

The establishment and functioning of steering school council and parent's council is regulated with Administrative Instruction No. 03/2016 Steering School Council⁶⁵ and Administrative Instruction 28/2012 Establishment and Functioning of Kosova Parents' Council⁶⁶ respectively.

If no, please give further information:

Does legislation/policy support collaboration between schools and stakeholders in their local communities (e.g. services/employers)?

No No information available Yes

If yes, please give a description.

⁶⁵ AI No. 03/2016 Steering School Council. MEST, 2016. https://masht.rks-gov.net/uploads/2016/01/ua-masht-03-2016-keshilli-dejtues-i-shkolles-rotated_1.pdf

⁶⁶ Administrative Instruction 28/2012 Establishment and Functioning of Kosova Parents' Council. MEST, 2012. https://masht.rks-gov.net/uploads/2015/07/convert-jpg-to-pdfnet-2015-07-29-14-49-45_1.pdf

Legislation supports the cooperation of schools and stakeholders in their local communities. This cooperation is especially important and encouraged for vocational education and training institutions in Kosovo. According to the Kosovo Curriculum Framework, professional practice programs are an integrated part of the VET secondary school curriculum. Programs for professional practice have been designed with the purpose of enabling students to spend a certain period of time in enterprises to gain as such practical experience that would assist their career choices and build upon their skills. The improvement of cooperation between VET schools and businesses is one of key expected results in Kosovo Education Strategic Plan for the period 2017 – 2021.

If no, please give further information:

Does legislation/policy support the development of learning communities in local/regional areas e.g. support for schools to work together; involvement with universities, support services to provide research evidence and development of innovative practice?

No No information available **Yes**

If yes, please give a description.

Legislation/policy supports in Kosovo supports the development of learning communities in local areas. Collaborative learning communities in the Kosovo context consist of one mentor school and three or four other cooperating schools. These schools make the community of collaborative learning whose focus is on sharing experiences and good practices with one another, working together for common goal, co-evolving and co-learning. GiZ CDBE project has engaged on establishing learning communities in the so called “champion schools”. In this regard, 21 learning communities involving over 100 schools are benefitting from intensive exchanges and functional committees.⁶⁷ Nonetheless, challenge remains their functioning upon the completion of project or end of donor support.

If no, please give further information:

Does legislation/policy set out a role for NGOs, DPOs, or other organizations representing vulnerable groups?

No No information available **Yes**

If yes, please describe the role. Specify which non-governmental actors are particularly active in inclusion in education and how they operate.

The following non-governmental actors are mostly involved in inclusion in education in Kosovo:

UNICEF Kosovo Program focuses on ensuring that vulnerable and excluded children have similar opportunities as their peers in accessing accessible and friendly services and opportunities for their growth and development;

⁶⁷ <https://www.giz.de/en/worldwide/21123.html>

strengthening the capacities of institutions at central and local level to develop and deliver quality services for children; and supporting children, adolescents, girls and boys, parents and communities to ask for their rights and participate in the development of their communities so that no child is left out. Emphasis is put on closing equity gaps between the majority of the population and Roma, Ashkali and Egyptian communities, addressing gender, urban and rural disparities and on issues affecting children with disabilities.

ECMI Kosova is the principal non-governmental organisation engaged with minority issues in Kosovo, with the overarching aim to develop inclusive, representative, community-sensitive institutions that support a stable multi-ethnic Kosovo. ECMI Kosova contributes to the developing, strengthening and implementation of relevant legislation, supports the institutionalisation of communities-related governmental bodies, and enhances the capacity of civil society actors and the government to engage with one another in a constructive and sustainable way.

Save the Children – is focused on direct interventions and the establishment of good practices, capacity building of civil society and local duty bearers to respond to the needs of children. They are also focused on advocating for legislation and policies that will incorporate inclusive practices and have appropriate financial mechanisms to support systemic responses and therefore achieve long lasting positive changes.

Worldvision - is a global Christian humanitarian organization dedicated in working with children, families and the wider community to achieve their full potential by fighting the causes of poverty and injustice. Since 1999, World Vision has helped hundreds of families throughout Kosovo by helping them to restore their life. World Vision serves to all people in need, regardless to their religion, ethnicity or gender.

BalkanSunflowers Kosova - is a local NGO whose main goal is building activist lives in order to trigger social change. Balkan Sunflowers Kosova is totally inspired and engaged in community based actions in order to protect and respect human rights and dignity, working in fields such as education, health, culture, citizenship, employment, as well as increasing respect for diversity.

Kosova Education Center – aims to develop the capacity for the advancement of the education system, through provision of services and high quality resources and through active cooperation with all interested parties in and out. The main goal is to build an efficient and inclusive education system by enabling citizens to longlife learning process and to actively participate in the democratic life.

HANDIKOS – Association of Paraplegics and Paralyzed Children of Kosova was founded in 1983 with the main objective to improve the rights and living standards of persons with disabilities in Kosovo. HandiKOS represents and supports persons with disabilities through advocacy and lobbying, offers various services through a network spread throughout Kosovo and promotes equal, independent and dignified life for all persons with disabilities.

Terre des hommes is a Swiss foundation, which is contributing through the child protection program in order to build the child protection system in Kosovo. This is aiming at strengthening the capacity of state institutions working

to protect children at the local level and through increased coordination between them in order to create an efficient system of case management for children in need of protection.

Voice of Roma, Ashkali and Egyptians – VoRAE aims to improve the lives of these communities and support their integration into Kosovo society by advocating for their rights, living conditions and general situation before the competent domestic and international authorities and/or organizations.

The Ideas Partnership – TIP works mainly in areas of education, advocacy, and female and non-majority empowerment, particularly within the Roma, Ashkali, and Egyptian communities of Kosovo. TIP is active in five municipalities with a central office in Prishtina. TIP is the third-largest volunteer organization in Kosovo with around 100 volunteers.

Nevo Koncepti is a non-governmental organization founded on November 26, 2014. NVK cooperates with children, youth and families of Roma, Ashkali and Egyptian communities, public institutions, local and international organizations, media and other stakeholders. It has contributed in increasing the number of Roma, Ashkali and Egyptian children involved in education system; reducing the cases of school withdrawals; increasing awareness of communities about the importance of education, health and social sectors; implementing children's rights.

If no, please give further information:

Please provide information (main conclusions, reference and a link if available) from any recent reports, systematic evaluations and/or reviews, since 2015 of parental and wider community involvement in the work of schools.

Aliu J., Rraci E., Bajrami K.: Management of Pre-University Education in Kosovo, Prishtina: KEEN, December 2018.
https://www.keen-ks.net/site/assets/files/1456/raporti_per_menaxhimin_e_arsimit_parauniversitar_-_eng-1.pdf

In regards to parental involvement in the work of schools, the report indicates that even though the legal framework allows for the involvement of parents through parents' council at school and municipal level, in many schools and municipalities they are not functional. There is lack of awareness among parents on the importance of their role on children's education. There are few instances where parents demand accountability from the school director on the poor performance of school. In addition to lack of awareness, parents also lack the motivation to be active and engaged in supervising the work of the school as school does not offer incentives from within.

Similarly, pupils' council through which students exercise their rights and responsibilities in important school decision-making related to the learning process and the interests of learning at school are not functional in the majority of schools as students themselves are not active in demanding better quality of education for them.

Gabršček S.: Who Rules the Schools – Mapping of the Current School Governance policies in 10 Countries. NEPC, 2016. http://www.edupolicy.net/wp-content/uploads/2016/08/Who_rules_the_schools_VF.pdf

The report “Who Rules the Schools – Mapping of the current school governance policies in 10 countries” provides an analysis of school governance policies in several countries. The section on the education system in Kosovo explains school governance bodies, namely, governance council, parents’ council and students’ council, their establishment and functioning as according to defined laws and bylaws. Nonetheless, the report identifies as challenging the functionalization of these bodies within schools, in particular, the implementation of existing duties and responsibilities deriving from existing legislative framework. In this regard the report identifies lack of capacities at school level to fully undertake such responsibilities.

Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to communities, parents and students?

Parents play a critical role on ensuring quality and accountability in the education system. As such each education institution is required to establish its Parent Council, whose members are selected anonymously by parents of that respective education institution. These councils are established at the school, local and national level and are the main mechanisms through which parents express their concerns and communicate with stakeholders in the education system. Similarly, students’ council should be established and functional within each education institution as according to the respective Administrative Instruction.

However, the practice has shown that such school governing bodies, namely parents’ and students’ councils are not functional in many schools in Kosovo. A perceived challenge in this regard is the lack of awareness among parents on their role in improving the quality of education and ensuring accountability from the school director for the weak school performance. In addition, there is considered to be lack of capacities at school and municipal level to carry out duties and responsibilities deriving from the respective law and bylaws. Lack of motivation among students and parents to be active and engaged in supervising the work of the schools and keeping school director accountable for the school performance is also another challenge identified in this regard.

Based on the identified challenges, parents’ and pupils’ councils should be strengthened through the provision of support and monitoring of their work. Parents should be involved in the educational process by supporting regular attendance, helping in problem-solving, voicing their expectations in relation to management, and voicing their children’s expectations in relation to learning. Parents and students need to be informed about their rights and motivated to actively participate and contribute to improving school performance.