

Analysis of Kosovo's Education System

Author: Luljeta Aliu



**FRIEDRICH
EBERT
STIFTUNG**



Inject
Initiative for
Justice and Equality

The views expressed in this publication are not necessarily those of the Friedrich Ebert Foundation or of the organizations for which the authors work.

The publication is available online at
www.fes-kosovo.org

CONTENT

1/ INTRODUCTION	7
2/ ORGANIZATION OF THE EDUCATION SYSTEM IN KOSOVO	12
2.1 Legal And Institutional Framework	14
3/ EDUCATION STRATEGIC PLAN 2017–2021: GOALS AND CHALLENGES	17
3.1 Participation and Inclusion	18
3.2 Management of Education System	19
3.3 Quality assurance	21
3.4 Professional Development of Teachers	23
3.5 Teaching and Learning	25
3.6 Vocational Education and Training	27
3.7 Higher Education	30
4/ PRESCHOOL LEVEL	33
4.1 Number of Pre-School Institutions	34
4.2 Geographical distribution of preschool institutions	34
5/ EDUCATION INSTITUTIONS AT PRE-UNIVERSITY LEVEL	38
5.1 Number of students at all levels	39
5.2 Number of Institutions according to Levels	43
5.3 Geographical distribution of schools	45
5.4 Students completing 9. / 10. Grade and High school students	45
5.5 Students in High Schools and Vocational Education Schools	46
6/ HIGHER EDUCATION	49
6.1 Number of Public and Private Universities	52
6.2 Private Universities (Colleges)	60
6.3 Number of Students at all levels in public and private institutions	64

7 / CURRICULA (GRADES 6. – 12.): WHAT DO STUDENTS LEARN ABOUT DEMOCRATIC LIFE AND LABOUR MARKET?	45
8 / OFFERS IN CAREER COUNSELING	71
9 / RECOMMENDATIONS	72
10 / REFERENCES	75

PREFACE

Six months ago, the Friedrich-Ebert-Stiftung (FES) supported the foundation of a civil society movement which is focusing on the needs and wishes of the citizens for better perspectives in their country: "The Kosovo We Want".

This movement gathers all civil society organisations, trade unions and parties which are interested in an active participation in fights for more social security, better education, more workplaces and better administrative and stable juristic frames in Kosovo. Therefore there is not only needed criticism but also good ideas how to develop better and sustainable ideas for the Kosovo we want.

One substantial area of work is the education and its relationship with perspectives of the labor-market development. To be based on comprehensive information FES asked the author for a short overview on the recent education system and the legal frames. With this little but comprehensive information-booklet we want to enable all interested people and organisations to participate on the debates about the best ways for improving the education in the country. But there is also the invitation to participate actively in public activities and discussions. Kosovo's future needs the active engagement of its well-informed citizens.

Frank Hantke
FES-Kosovo
Director

1

INTRODUCTION

The Education Sector continues to remain one of the most criticized and sensitive social spheres in Kosovo. The difficulties constraining the education in Kosovo are diverse, ranging from lack of sufficient school infrastructure, poor teacher performance, lack of sufficient budget for teacher training, inappropriate teaching materials for the new curriculum and lack of mechanisms of quality assurance. Consequently, the success of any effort to improve education by intervening in one of these subfields is closely interlinked and depends on progress in other subfields, because all of them correlate among themselves. However, if we start from the principle of solving the difficulties at the beginning of the chain and ensuring the viability of the solution, then prioritizing education on the government agenda and increasing budget for this sector are the two emergency actions to be taken.

This research aims to analyze the legal framework, documentation and current statistics. The research aims to make a comprehensive analytical summary of the education situation in Kosovo. The findings of this research will serve as a starting point for discussing the needs and shortcomings of the education system in Kosovo.

In the past decades, efforts to improve the education system were focused on inclusion, institution-building and school-related infrastructure, and raising teachers' salaries. This strategy has managed to improve the focal points, but it did not succeed in the overall improvement of the education system in Kosovo.

Kosovo participated for the first time in the international PISA test in 2015. Unfortunately, Kosovo was ranked at the lowest level of achievement in Europe. Kosovo students remain behind those in Latin America,

Asia and the Middle East. Since in PISA each 40 points equate to 1 year of education, Kosovar students ranked 1 year behind the students of Albania and 2 years behind the students of Serbia.

These circumstances require a research and analysis of the causes that need to be addressed with the goal of achieving success in education reform in Kosovo. Education and, consequently, the professionalization of the workforce is indispensable to being competitive in the labor market at home and abroad. Foreign investments in Kosovo will start when we will have skilled workers for job market demands.

Educational systems are analyzed along three indicators: 1. access to school institutions, 2. quality and 3. relevance of education for the labor market. Although much has been done to build infrastructure, Kosovo has not yet reached the level of satisfaction at the point of access to educational institutions. Still in Kosovo, schools are working in shifts,

lacking sufficient spaces according to international standards for students and the necessary equipment for laboratories and workshops. Regarding the quality and relevance of education for the labor market, Kosovo still stands at the beginning of the process for their improvement. One of the reasons for this situation was the concentration of policymakers in university higher education. However, the quality of education is ensured mainly through intervention to improve pre-university education.

The Strategic Plan for Pre-University Education 2017–2021 strives to solve the challenges of the education system by undertaking a thematic cross-cutting approach that will address these concrete challenges. Key words of the new strategic plan are: inclusion, quality and accountability.

Regarding inclusion, this Strategic Plan for the first time discusses the low number of children of the 0–5 year old age group in the pre-

school institutions in Kosovo.¹ Regarding quality in education, the Strategic Plan itself states that "quality assurance is one of the weakest points of pre-university education in Kosovo". In response to this, in 2015 Kosovo for the first time developed a Quality Assurance Strategy for Pre-University Education 2016-2021. The three main pillars of this document were: Reforming the teaching process for a modern teaching, building lifelong career of teachers, and empowering the practical aspects of the curricula. This reorientation was more than necessary given that the increase in teachers' salaries, which was supposed to serve as a motivation for higher teacher performance and hence quality improvement, turned out to be unsuccessful. Salaries of teachers increased from 240 Euros in 2010 to 430 Euros for 2016, without any progress being made in raising the quality.

Achieving success in quality improvement has been a demand for quite a long time.

But key education system actors have criticized in their published documentation, the lack of clarity in legislation regarding the sharing of responsibilities with regard to quality assurance. While the Education Inspectorate has the right to handle administrative issues and municipalities have formal responsibility for quality assurance, it is in fact noted that there is confusion over the division of responsibilities between central and local authorities.²

Public spending on education has steadily increased from 3.3% of GDP in 2007 to 4.7% of GDP in 2014. These figures make Kosovo comparable to the countries in the region, but if per capita spending is taken as a benchmark, then Kosovo lags behind other countries. The reason for this difference is the low GDP and the young population. Per capita spending in pre-university education in 2014 was 477 Euro (or 16.1% of GDP per capita), while in higher education 703 Euro (or 23.8% of GDP per capita). In OECD

¹Education Strategic Plan Kosovo 2017-2021, 2016, 62.

²Evropa e lire: <https://www.evropaelire.org/a/28238678.html>

countries, spending per student from educational institutions is in average 21% of GDP per capita at primary level, 26% at middle level, and 41% at tertiary level.

Education experts have criticized that the small budget allocation happens for political reasons. For the implementation of the new strategy, 80 million Euros are foreseen for a 5 year period. For 2017 there was a need for the allocation of 20 million Euros, but this did not happen.³

The budget of the Ministry of Education, Science and Technology (MEST) for 2018 is planned to be € 54.92 million, while for 2017 there were planned € 45.13 million⁴.

Although the National Development Strategy itself as well as the Education Strategic Plan emphasizes the need for intervention at the pre-university level, the government didn't foresee any investments at this level.

According to the findings, teachers' qualifications and

their preparation are not adequate to cover the needs arising from the new curriculum. Also, there is a lack of science teachers in Science, Technology, Engineering and Mathematics.

Although the new student- and competency-based curriculum should have been implemented since 2004, there has been a perennial stagnation in this regard. Resistance to the reform came especially from the teachers, represented by SBASHK. Since last year MEST, the new curriculum, has begun to apply in all schools. Efficient implementation of the new curriculum also lacks up-to-date textbooks to achieve the objectives of the Curriculum.

These evidences point to the lack of strategic orientation in the education system in Kosovo, but also in Government, which should allocate more funds for investment in education. The National Development Strategy as the main pillar emphasizes the development of human capital through investment in education,

³Education Strategic Plan Kosovo 2017-2021, 63.

⁴Portali Telegraf: <https://telegrafi.com/rritjet-dhe-shkurtime-buxhetore-te-vitet-2018/>

because the stagnation of economic development is seen as a result of the lack of skilled labor. The National Development Strategy states that in terms of low economic development, "one of the main reasons lies in the education system, namely the low involvement of children in pre-school programs and the quality of teaching. Another problem is the lack of compatibility of abilities and skills with labor market requirements, as there are no links between schools, businesses and communities."⁵ However, the Government did not allocate the necessary budget for intervention and investment in education. As in 2017, as well as in 2018, the funds allocated to education have been insufficient to achieve the priorities set out in the National Development Strategy. This shows that the Government and the highest state bodies do not respect

their own plans and strategies designed to advance society. Plans and pledges of multiple strategies are often diverted because of political and party political reasons.

⁵National Strategy on Development 2016–2021," 2015 6.

2

ORGANIZATION OF THE EDUCATION SYSTEM IN KOSOVO

The education system in Kosovo is structured as follows:

Pre-school education (children under 6 years of age)

- Primary Education (grades 1-5, children aged 6-10 years)
- Lower Secondary Education (Grades 6-9, Children Aged 11-14)
- Higher Secondary Education (grades 10-12, children aged 15-18)
- Higher Education

➤ The primary level in Kosovo lasts 5 years, starting from the first to the fifth grade (1-5). The age group of students at this level is from 6 to 10 years old.

➤ The lower secondary level extends from the sixth to the ninth grade (VI – IX). The age group of students at this level is from 11 to 14 years old.

➤ Upper secondary level (grades X-XII) functions in public and non-public (licensed) secondary schools and is

divided into gymnasiums and vocational schools. Both are profiled schools. Gymnasiums divide into social, general, natural sciences, mathematics-informatics and languages. Vocational education schools are divided into the following fields: technical, agricultural, economics, medicine, music, trade, theology, arts and centers of competence.⁶

➤ Higher education is also divided into levels. The first level with 3-4 years of studies

⁶Education Statistics in Kosovo 2016/2017, 13-

and 180 or 240 ECTS credits ends with a Bachelor's degree. The second level with 1-2 years of additional studies after Bachelor with 60 or 120 ECTS credits ends with a Master's degree. At the third level of higher education, doctoral studies can be followed. In Kosovo, higher education can be followed regularly or in correspondence.

It needs to be mentioned here that Kosovo's education system has an ethnic character, because of the intervention of Serbia's politics into the Serbian speaking areas in Kosovo. Kosovo Serbs attend schools following a Serbian curriculum. Therefore they are not integrated in the numbers shown below in this study, which aims at improving the actual education system of Kosovo. Even the Higher Education system is being managed by the North Mitrovica political structures in joint management with Serbia's government.

Kosovo, in its public education system includes 43 pre-school institutions, 952 primary and lower secondary schools, 119 high schools, and 9 public higher education institutions. In addition to these institutions, there are 88

private institutions in pre-school, 10 licensed private institutions providing primary and secondary education, as well as 30 licensed private higher education institutions in Kosovo.

Following the approval of the Curriculum Framework, the legal basis and accompanying documents for its implementation were drafted. According to the plans of MEST, the curriculum was expected to be implemented in all Kosovo schools during 2011-2014. During 2013/2014, a pilot phase curricula was first implemented in 10 schools, and one year later its implementation was expanded to 92 schools in 30 municipalities. Some of the problems associated with the sluggish extension of the new curriculum are: the small number and inadequate preparation of subject field trainers to train, mentor and monitor teachers in implementing class curricula, limited professional and financial capacities in the system education, delays in the preparation of accompanying materials for the implementation of the curriculum, and lack of appropriate textbooks.

LEGAL AND INSTITUTIONAL FRAMEWORK

One of the main obstacles to improving education is the lack of quality assurance mechanisms at all levels. During the research, it has been noted that some issues and strategies address this issue. The "Quality Assurance Strategy" document, for example, states that "While the Education Inspection has the right to deal with administrative matters (Law, 2004) and municipalities have formal responsibility for quality assurance, there is in reality a confusion over the division of responsibilities between central and local authorities."⁷ Even in the Strategic Education Plan 2017-2021 it is noted that there is confusion in the current legislation.⁸ This may have resulted in neglecting the proactive approach to quality assurance, as one of the actors did not have a clear obligation and hence they withdrew from their responsibilities. However, the

analysis of legislation documents conducted during this research suggests that the current legislation entrusts the ministry with the task of quality assurance. Legislation is clear in defining tasks, despite the division of competencies between different actors. The analysis of the legal framework on this issue has included several laws, including the Law on Pre-University Education, the Law on Municipal Education, the Law on Local Self-Government and the Law on Inspection. The Law on Pre-University Education, in Article 5 (Duties of the Ministry), paragraph 1) states that "The Ministry holds the primary responsibility for planning, setting standards and ensuring the quality of the pre-university education system". According to this article, the Ministry is tasked with developing policies, drafting and implementing

⁷Strategy on Quality Assurance for Pre-University Education 2016-2020, 11.

⁸Education Strategic Plan Kosovo 2017-2021, 63.

legislation for the development of pre-university education and training, promoting and improving the quality and efficiency of education and training, with a view to enhancing the quality and oversight of the implementation of legislation in power. Whereas MED under the Law on Municipal Education has these responsibilities: a) construction of school facilities; b) enrollment and admission of students; c) employment of teachers, administrative staff and technical staff of schools; d) selection of Management of Educational Institutions; f) payment of managerial staff as well as other staff (technical and administrative); e) training of educators and other professional staff; h) overseeing the education process in accordance with guidelines set by MEST. The Strategic Plan for Education 2017-2021 in Strategic Objective 3 ("Quality Assurance in Education") aims to allocate responsibilities for the quality of education between the central level (MEST), the municipal level

(MED) and the school. The rationale for this effort says that "the other alternative was a powerful education inspectorate that would take full responsibility for quality assurance, while municipalities and schools would enforce inspectors' decisions. It is considered that such an alternative is inconsistent with the decentralized character of the education system in Kosovo and would not yield desirable results".⁹ Given that quality assurance is of crucial importance for improving education, but also the role that the quality assurance is given within the National Development Strategy (2016), a division of responsibility between the three institutions would risk that the efforts to reach this objective will be unsuccessful due to the implications of many actors and consequently complicating the competencies with regard to duties and responsibilities. Above all, arguing that the decentralized character of the education system requires a division of competences in quality assurance, is incorrect. Decentralization of the

⁹Education Strategic Plan Kosovo 2017-2021, 40. .

education system in Kosovo as such does not imply that each municipality should be obliged to ensure quality. Kosovo has a unique education system, which for all municipalities is the same. Legislation has defined the duties and responsibilities of institutions in the field of education. The tasks of the Municipalities are to ensure the maintenance and renovation of the school facilities as well as to carry out the recruitment and salaries of the education staff. While schools are responsible for the internal assessment of teachers and for the supervision of their teachers during their daily work. It is an unbearable burden on the Directorates for Education in Municipalities, both professionally and in terms of human capacities, to be obliged to ensure the quality of education. This would also have negative consequences for the target itself, as in the small municipalities the people get acquainted with each other, which also creates the possibility of mutual favors. Therefore, the delegation of

quality assurance from MEST to Municipal Education Directorates should be reconsidered. Especially in regards to the fact that nowhere in the legislation any article or provision can be found that charges the municipality with this task. The Education Inspectorate functions under the oversight of MEST. The Inspectorate's duties under the legislation were largely limited to inspecting formal duties of the school and the organizing of teachers. As the Inspectorate functions within the MEST and its scope includes elements of process evaluation and ensuring that certain criteria are met, the best solution would be for this institution to grow in staff and to provide the necessary competencies and budget for quality assurance. Strategies, plans, but also instruments for measuring quality should be compiled by MEST and accessible to schools and teachers. Reporting and quality monitoring would be easier through the Inspectorate.

3

EDUCATION STRATEGIC PLAN 2017–2021: GOALS AND CHALLENGES

In 2016 MEST has published the Education Strategic Plan 2017–2021. The purpose of the education strategic plan is to set the development orientation in the field of education. This plan is the second comprehensive strategic plan. The strategic plan for the years 2011 – 2016 was aimed at the inclusion of children in education, focusing on building infrastructure to meet the emergency needs for school space. The 2011–2016 strategy is organized according to the subsystems of the education system (Preschool Sector, Pre-University Sector, VET Sector, Teacher Training Sector, Higher Education Sector, Adult

Education Sector, ICT Sector).

Unlike the previous strategy, the Strategic Plan 2017–2021 is organized in thematic areas covering relevant education segments in Kosovo: Participation and Inclusion, 2. Educational System Management, 3. Quality Assurance, 4. Developing Teachers , 5. Teaching and learning, 6. Education and vocational training and adult education, and 7. Higher education.

3.1

COMPREHENSIVE PARTICIPATION

In this area, the education system has had some challenges relating to the low level of inclusion in the education of children from marginalized groups and children with special needs. But more urgent was the treatment of low inclusion of children in early preschool education. Apart from pre-school level, Kosovo has achieved good successes in inclusion at other levels. The best solution would be to build

pre-school institutions, which would increase capital spending as well as create hundreds of jobs. However, because of budget constraints, it is decided to increase attendance in pre-primary education, because there are smaller expenditures. At the same time, the opening of private and community-based institutions will be stimulated.

Assessment of achievement of the objective:

Over the last year Kosovo has increased its involvement in preschool and pre-primary education. Inclusion in pre-school education is mainly achieved through the opening of private institutions. A greater involvement has been achieved in pre-primary education of the 5-6 years group. The rate involved in 2017 (92.4%) is significantly

higher than in the previous year (79.5%).¹⁰

During 2017 two schools with three classes for pre-primary education were built. Also, the project for equipment for school supplies was implemented for some municipalities. Work is still being done to educate pre-primary education employees

¹⁰Annual Evaluation Report MEST, 2018, 51.

on the new curricula and the design of teaching materials, which are awaiting finalization of the core curriculum for pre-school education. There is still

a need to work on the inclusion of marginalized groups from Roma, Ashkali and Egyptian communities.

3.2

MANAGEMENT OF EDUCATION SYSTEM

The points of intervention that have been identified during the drafting of the Strategy in the field of management of the education system have been the lack of capacities at central, municipal and school level for the implementation of education reform through a coordinated and coherent approach. KESP aims to increase the managerial professionalism of the school principal, who will have to understand himself as competent and responsible for delivering inputs to the development of quality in

education. Another problem has been the non-implementation of primary legislation and the lack of respect for primary legislation during drafting secondary legislation and education policies. It is further noted that policy making is not based on statistical data in the field of education and that there is a lack of awareness among all parties that education is a public responsibility.

Evaluation of Objective Achievement:

Initial measures to increase the managerial capacities have been the training of MEST staff for planning, policy making and monitoring, to develop reporting capacity and integrated planning MEST-MED-school. The organization of the MED has been restructured and the regulations and guidelines for local level management have been drafted, to strengthen the school autonomy and to empower the School Steering Councils.¹¹ At the same time, the annual assessment process of KESP has started, which monitors the achievements of KESP and publishes annual reports.

To improve the MEST-MED-School planning process, the process of modernizing the Education Management Information System (EMIS) has begun. This project supported by the World Bank grant provides for the modernization of educational data at the municipality, school and student level.¹²

The management of the education system is a complex because of the need of intervention in many aspects of education such as the inclusion, quality and matching of educational supply with the labor market needs. Although steps have been taken to improve planning and reporting, coordination with the municipal level remains challenging.

Although the process of planning and management between levels of governance in education is regulated, this mechanism is still in its initial stages. The Action Plan for KESP has not developed targets or actions to regulate vertical and horizontal communication of education actors. There is also a lack of clear regulation on the administration of the education system, which would define the precise roles and responsibilities of actors and institutions. Also, positions in school management lack a description of competencies and duties.

¹¹Annual Evaluation Report 2018, 72.

¹²Annual Evaluation Report 2018, 73.

The quality of education in Kosovo has been constantly criticized, especially after the poor results in the PISA international test. MEST has compiled a Quality Assurance Strategy in 2015. This strategy is based on four objectives. 1. Building effective mechanisms for quality assurance, 2. Improving school-level development planning, 3. Building quality assurance

capacities at all levels, and 4. Raising awareness of the parties' responsibilities for quality assurance in education. The Education Strategic Plan 2017–2021 has also raised the lack of good governance of national tests, reliability of results and the phenomenon of fraud during national tests.

Evaluation of Objective achievement:

The Government of the Republic of Kosovo has approved the "Quality Assurance Strategy for Pre-University Education in Kosovo 2016–2020" in December 2015. The purpose of this strategy is to introduce a full quality assurance system in sub-sector of pre-university education. KESP also foresees several activities for achieving this objective. Activities mainly relate to

building quality assurance mechanisms. MEST also provides information to parents and to the general public on quality assurance. Another goal is to increase the credibility of national tests. The Action Plan has not defined the exact actions for the fulfillment of this objective. The analysis of strategic and follow-up documents implies that there is no clear definition of quality and its

aspects in any of the levels of governance of education. There is no division of quality in the defined content part of the term and in the procedural part of the organization of the quality assurance process.

Quality can be measured as output (what it produces), input (what it offers) and as process (how it is offered). This implies that quality should be ensured at key moments of the education management cycle that are 1. output when students pass internal and external tests; 2. when quality is measured as an input, i.e. the number and qualifications of teachers, number of classrooms, teaching materials and 3. where as a process it is evaluated in the methods of teaching, learning, management and education management.

Administrative Instruction 4/2017 on the evaluation of school performance in pre-university education was adopted in 2017. This Instruction defines the instruments and bodies for assessing the performance of

the school, defines the responsibilities of the actors for internal and external assessment of the staff. The role of the Education Inspectorate, Municipal Directorates of Education and educational Institutions is defined for the fulfillment of the external evaluation of the school.¹³ All these activities have been developed last year, which means that there has not been any adjustment of the quality assurance cycle so far.

Within these activities, the Inspectorate has started evaluating the performance of schools, monitoring the implementation of the new Curriculum and making preparations for assessing the performance of teachers. The Inspectorate staff has been trained for these processes and has joined the SICI (Standing International Conference of Inspectorates).

Meanwhile, MEST in cooperation with MED has appointed quality assurance coordinators in the municipalities, who should report to the MEDs. This

¹³Annual Evaluation Report 2018, 90.

approach involves two problems. Firstly, as coordinators are recruited from school staff, they are not adequately trained and are not paid for the task of monitoring quality. Secondly, quality reporting would go to

MEDs, which then report to MEST. This way of organizing does not ensure the quality of education efficiently and effectively.

3.4

PROFESSIONAL DEVELOPMENT OF TEACHERS

With this objective the training of teachers and the functionalization of their licensing system is planned. Licensing is thought to contribute to the quality of teaching, motivation of teachers for good performance, and helps address cases where performance is poor. The licensing system obliges teachers for a certain number of professional career development training (100 hours within 5 years) and requires teacher performance

evaluation. The legal framework for licensing, promotion and evaluation of teacher performance has been developed but has not yet been implemented. The strategic plan foresees that to ensure a professional development oriented to the optimal solution, firstly, public institutions that prepare new teachers should be based on unified standards.

Evaluation of Objective Achievement:

Efforts to reform the education system were also made earlier in Kosovo. In 2011, MEST approved the Kosovo Curriculum Framework (CCF), which enabled the transition from teaching and learning based on learning objectives and content, to contemporary teaching and learning methodology based on results and on the development of competences for students. According to the curriculum, the curriculum had to be implemented during 2011–2014, but there was a delay in this process, mainly due to the resistance of the teachers to apply the new curriculum for which they were not trained and lacked the tools for their implementation. A pilot phase of the new curriculum was realized in 10 schools during 2013/2014 and a year later it was expanded to 92 schools in 30 municipalities. Since last year, all schools are obliged to operate with a new curriculum.

MEST has developed the regulatory basis for the professional development of

teachers, which requires teachers to undergo the licensing, grading and performance evaluation process. However, the teacher performance evaluation system has begun to pilot with around 130 teachers but is not yet extended to the whole personnel. The performance-based promotion system will be difficult to implement while the payroll scheme is linear and is based mainly on pre-service (qualifications) and work experience.¹⁴ Teacher compensation in Kosovo exceeds the average income per capita. Raising teachers' salaries is done for all. Unfortunately, raising the wage is not related to the performance of the teachers, which would more effectively improve the quality of teaching.

About 40% of teachers were trained on implementing the new curriculum. However, existing textbooks of the old curricula are used for the implementation of courses. Teaching texts are not appropriate in all cases for implementing the new

¹⁴Annual Evaluation Report 2018, 91.

curriculum. Teaching material resources, access to appropriate textbooks, computers and laboratories continue to be the main challenges. Online access to schools exists but the number of computers per pupil is small and the rate of their use by

students and their integration into teaching remains low due to the difficulties of a number of teachers in the use of information technology for teaching.¹⁵

3.5

TEACHING AND LEARNING

In 2011, Kosovo approved the Kosovo Curriculum Framework (CCF) with the aim of increasing the quality of education and harmonization of education with developed countries. This new curriculum framework ensured the transition from teaching-based objectives and content to performance-based teaching and student

competence development.

The education strategy 2017–2021 focuses on the implementation of new curricula, textbooks and ICT implementation in education. Numerous alternatives have been analyzed for all of these areas. The idea of the new curriculum is that MEST determines the competencies

¹⁵Annual Evaluation Report 2018, 108.

to be achieved and compiles core curricula, while the schools develop the content of the curriculum. However, due to the inability of content to be created by schools, MEST

is involved in the design of textbooks and textbooks will be consistent with those contents.

Evaluation of Objective Achievement:

This year the implementation of the new curriculum has started in all Kosovo schools after a relatively long period of preparation and piloting. The new curriculum initiates a radical change in the educational paradigm by emphasizing the competences of students. However, the successful implementation of the curriculum depends on many aspects of the management of education system in human capacities, infrastructure and budgeting.

The new curriculum foresees new teaching methods and makes continuous training of teaching staff necessary. Curricular reform also introduces new methods of assessment and learning.

During 2017, trainings were organized for about 40% of

teachers about the curriculum framework and core curriculum. Also, a closer cooperation between schools, teachers and field coordinators has been promoted.

An acute challenge is the lack of appropriate literature and textbooks for the implementation of the new curriculum. Data from the PISA 2015 achievement analysis show that Kosovo is ranked as a low-ranking country regarding the contentment of directors and teachers with textbooks. Special attention should also be paid to the student assessment system based on the objectives of the new curriculum. This requires the training of teachers, school directors and education

inspectors, which means that more financial support is needed to meet these needs.

3.6

VOCATIONAL EDUCATION AND TRAINING

This objective aims to provide solutions to the challenges of vocational education and adult education. These challenges are numerous and interrelated with other areas such as the private sector, which should be willing and competent to cooperate in raising the quality of vocational education. Another difficulty is that the Core Curriculum for vocational education is still not missing.

Opportunities for practical training of students at school or enterprise are limited, which of course affects the low quality of vocational education. KESP also emphasizes the insufficient

budget for quality improvement in vocational education.

The Agency for Vocational and Adult Education and Training was established under Law no. 04 / L-138 on Vocational Education and Training, and aims at the supervision and development of vocational education and training and adult education in Kosovo.

The Council for Vocational and Adult Education and Training, established under Law no. 04 / L-138 on Vocational Education and Training is an advisory body for VET policies and adult education in Kosovo.

Evaluation of Objective Achievement

During 2017 several steps have been taken to review and draft profiles. However, this number is still small compared to the general number of profiles provided within the vocational secondary schools. MEST has established expert groups to develop standards for revised profiles during 2017. However, the Action Plan for KESP has not specified the type and number of standards to be drafted.¹⁶ So far 24 profiles have been completed with professional standards.

During 2017 the core curriculum for vocational education has begun but has not yet been completed. Although drafting curricula for sectoral areas has not yet started, at least the decision has been made for modular programming plans.

The Action Plan foresees the implementation of some activities to include all students in professional practice at school and outside the school. For companies that accept vocational education

students in practice, tax deductions are foreseen within the Law on Vocational Education in Kosovo. However, during 2017 no actions no actions were taken to initiate this kind of cooperation with companies in Kosovo.¹⁷

With regard to career counseling for vocational education students, MEST has built the Busulla.com electronic platform, whereby students can be informed about employment opportunities, make IVSP tests (interests, values, skills, preferences) to be informed about the professions etc.

The demand and supply analysis in vocational education is at an early stage of development. These difficulties in determining demand in the market are related to the lack of inter-ministerial coordination and communication to provide the necessary information. There is no institute or body in Kosovo that is devoted to labor market analysis. This also results in confusion regarding the orientation of

¹⁶Annual Evaluation Report 2018, 119.

¹⁷Annual Evaluation Report 2018, 123.

the educational offer in vocational education and the difficulties of assessing the quality of education management.

Vocational education is generally seen as an inevitable alternative when students fail to succeed in enrolling in gymnasiums. This has to do with the low quality of vocational education, but also with a harmful underestimating attitude on the part of the society regarding vocational education. There is a belief that the easiest way to employ is the graduation at university studies. This should be addressed through various awareness campaigns for students, parents and the economy.

The quality of vocational education is closely related to investments in infrastructure and equipment, at least for existing profiles in Kosovo. For this, the Government should stick to the National Development Strategy, where education is declared a

priority and accordingly allocate the budget for investment in the areas of education where needed.

The National Qualification Authority (NQA) is responsible for ensuring the external quality of schools of vocational education. The NQA has trained quality assurance coordinators. Also, the validation of 19 qualifications and the accreditation of over 33 private institutions providing vocational education were conducted. NQA has also conducted the verification of over 40 professional standards.¹⁸

¹⁸Education Strategic Plan Kosovo 2017–2021, 28.

This objective is aimed at improving the situation in university higher education. The focus has been on external quality assurance that is achieved through the support of the Kosovo Agency for Accreditation and the application of the Information Management System in Higher Education. There has

been much discussion of the funding of higher education institutions based on performance, which has not been applied so far. Such a system increases the responsibility of higher education institutions for the results of their work. This should be started as soon as possible.

Evaluation of Objective Achievement:

The gross rate of inclusion in higher education has increased steadily since the academic year 2010/2011. Based on the latest data of the academic year 2016/2017 about 69.4% gross of students ages 18–22 attend higher education. With the marked progress in recent years, Kosovo ranks higher than other countries in the region in the gross degree of student involvement. Increasing the degree of citizen involvement in higher education does not

necessarily mean any significant contribution to increasing labor productivity. Productivity depends on the quality of the educational offer and matching of the graduation areas with the labor market.

During 2016/2017 around 14,000 students have graduated at different levels and programs of study, with the private sector taking part with about 35% of graduates. However, the completion rate

of studies within the timeframe set for public institutions is relatively low.¹⁹ In general, the number of students has increased in the areas of service studies (legal, business administration and social sciences). The number of students oriented to science, technology, engineering and math is low. Increasing the number of graduates in these areas could stimulate the country's competitiveness in manufacturing and industrial processing. The orientation of students in agriculture and veterinary medicine continues to be low.

During the academic year 2017/2018 some 344 study programs at all levels were accredited and re-accredited. Most study programs are bachelor and master level. The number of doctoral programs is comparatively low (22 programs).

Public higher education mainly offers programs in the areas of education, agriculture and engineering. The private sector in higher education focuses mainly on business, legal and

service management.²⁰

The number of students completing studies and graduating in public higher education institutions continues to be below 20 per cent. This has to do with the insufficient academic staff for certain directions, but also with the neglect of setting a limited number of opportunities for passing the exams by students. This would be a push for student discipline to achieve the goals, but would also eliminate unsuccessful candidates from the studies, which would also ease the workload of academic staff and the huge workload of universities.

Public university institutions established in other municipalities have followed a model of development of the University of Prishtina, not diversifying the educational offer according to the labor market demands in their region.

A disadvantage in the higher education system is also the low commitment to the scientific work of the teaching

¹⁹Annual Evaluation Report, 131.

²⁰Annual Evaluation Report, 133.

staff. There has not yet been any activity to change this situation. The Ministry should take steps to motivate research and scientific publications relevant to the development of industry.

4

PRESCHOOL LEVEL

Kosovo has 43 public preschool institutions distributed in 22 municipalities. There are 22,157 children in these institutions. At the same time there are 88 private preschool institutions licensed by MEST, including 3020 children.

The number of pre-school institutions is too small for the needs of society. Especially for the age group 0-5, the lack of adequate spaces and educators has resulted in the registration of only a small number of children. A concern is the low number of children at the pre-school level 0-3 years old, which is far from meeting European standards. According to MEST statistics, the registration of children in the age group 0-4 years old in

licensed preschool institutions is only 2.8%, while the age group of 3-5 years is 29.6%. At the pre-primary level (5-6 years) inclusion statistics are higher, with the percentage reaching 79.6%.²¹

The pre-school institutions work according to the curriculum for pre-school education for the ages 3-6.²² A Core Curriculum is in the process of being developed for this level.

As for the ages 0-6, the institutions work with the Development Standards of UNICEF.²³

²¹Annual Evaluation Report, 22.

²²Curriculum for Pre-school Education, https://masht.rks-govnet/uploads/2015/05/kurrikula-e-edukimit-parashkollor-ne-kosove-3-6-vjec_1.pdf

²³Development Standards for Preschool, https://masht.rks-govnet/uploads/2015/05/elds-report-alb-for-web_1.pdf

4.1

NUMBER OF PRE-SCHOOL INSTITUTIONS

At the national level in Kosovo there are 43 public preschool institutions and 88 private licensed institutions. The number of children in pre-school and pre-primary public institutions is 25,966. Of these, 3809 children are of 0-

5 year old and 22,157 are 5-6 year old. The number of children in pre-school private institutions is 3020, of which 2083 in the age group 0-5 and 937 of the 5-6 year old age group.²⁴

4.2

GEOGRAPHICAL DISTRIBUTION OF PRESCHOOL INSTITUTIONS

Lack of sufficient number of pre-school institutions is obvious in all municipalities. Larger cities and municipalities have larger number of pre-school institutions. However, this number is not enough. In Pristina, for example, there are 8 public preschool institutions, but also 50 private preschool institutions licensed and operating. This indicates the high need of citizens for pre-school institutions in the

capital city. Unfortunately, there are still municipalities, which do not have any pre-school institutions. Of the 34 municipalities listed in the Kosovo Education System Data Lists, only 22 municipalities have pre-school institutions. Surprisingly in Prizren, that has 1814 children at the pre-primary level (5-6 years), there is no kindergarten for the smaller age groups. Also Malisheva with 1136 children at the pre-

²⁴Education Statistics in Kosovo 2016-2017, 59

primary level, but with no kindergarden. There are no pre-school institutions in Deçan, Dragash, Hani i Elezit, Junik, Leposavic, Novoberde, Shterpce, Zubin Potok and Klokot.

Despite the need to increase the number of public institutions for pre-school level, "due to budget constraints, another approach

has been selected – increasing participation in pre-primary education which has far smaller spendings. Also, the opening of private and community-based preschool institutions will be stimulated."²⁵ Below, Table 1 shows the number of preschool and pre-primary children in municipalities.

Table 1²⁶

Number of institutions and students at pre-school/pre-primary level				
#	Municipality	Pre-school institutions	Number of children in pre-school, age 0-5 (2016)	Number of children in pre-primary level, age 5-6 (2016)
1	Deçan	–	–	483
2	Dragash	–	4	304
3	Ferizaj	2	306	1619
4	Fushë-Kosovë	1	142	164
5	Gjakovë	7	291	1120
6	Gjilan	3	246	1125
7	Gillogoc	2	98	984
8	Hani i Elezit	–	–	142
9	Istog	5	181	544

²⁵Education Strategic Plan Kosovo 2017–2021, 40

²⁶Education Statistics in Kosovo–2016–17, 16ff.

10	Junik	-	-	55
11	Kaçanik	1	88	452
12	Kamenicë	1	52	277
13	Klinë	1	115	574
14	Leposaviq	-	-	-
15	Lipjan	1	58	909
16	Malishevë	-	-	1136
17	Mamushë	1	-	56
18	Mitrovicë	1	340	1067
19	Novobërdë	-	-	46
20	Obiliq	1	82	322
21	Pejë	1	211	1187
22	Podujevë	1	46	1173
23	Prishtinë	8	1079	2530
24	Prizren	-	89	1814
25	Rahovec	1	10	882
26	Shtërpçë	-	-	42
27	Shtime	1	41	396

28	Skënderaj	1	73	483
29	Suharekë	1	55	718
30	Viti	1	86	488
31	Vushtrri	1	116	721
32	Zubin Potok	-	-	11
33	Zveçan	-	-	-
34	Klllokot	-	-	9
	Total	43	3,809	22,157

EDUCATION INSTITUTIONS AT PRE-UNIVERSITY LEVEL

The number of institutions in pre-university education at all levels in Kosovo is 1'114. The number of primary schools (grades 1-5) and lower secondary school (grades 6-9) is 952. At the upper secondary level (grades 9-12) Kosovo has 119 schools.

In Kosovo, at the pre-university level for 2016/2017, 360'237 pupils have attended school. Out of this number, 22'157 were preschool, 132'438 pupils were attending elementary level, 115'386 students in lower secondary level and 86'447 in upper secondary level.

The total number of students at pre-university level in public institutions in Kosovo is 360'237.²⁷ If this number is also added to the number of students in licensed private institutions, which is 9'072, then the total number of students per year is 369'309. In Kosovo, primary and lower

secondary education is compulsory, so the inclusion rate of students at these levels has always been high, with 96% in primary education, respectively with 98% in lower secondary education. The rate of student inclusion in upper secondary education during the school year 2014/15 was 84.5%.²⁸

The standard of sufficient space for students in schools has not yet been reached, and the lack of space for laboratories and practical lessons is still underlined. However, due to budgetary constraints and the demographic changes expected in the coming years, no action has been taken to address the issue of lack of space in schools. Another reason is that there have been moves from rural to urban areas, so schools in some rural areas are half-filled and those in cities overcrowded.

²⁷Education Statistics Kosovo 2016/2017, 23.

²⁸Education Strategy Plan 2017-2021, 22.

Apart from the lack of space, schools in many cases lack the means of concretization for teaching according to curriculum requirements. In general, the objective of using IT tools remains unfulfilled due to the lack of sufficient

computers for students and the teachers' difficulties to provide a teaching approach oriented towards the use of information technology.

5.1

NUMBER OF STUDENTS AT ALL LEVELS

In Kosovo, the total number of students at all levels of pre-university education, in both public and private institutions is 369,309. In the table below the numbers are shown per level.

Number of students at all pre-university levels in public and private institutions				
#	Level	Public	Private	Total
1	Preschool	3,809	2,083	5,892
2	Pre-primary	22,157	937	23,094
3	Primary/low secondary	247,824	3,107	250,931
4	Upper secondary	86,447	2,945	89,392
	Total	360,237	9,072	369,309

Municipality	Pre-primary level		Primary level	Low secondary level	Upper secondary level		Total
	preschool age 0-5	preschool age 5-6			Vocational School	High school	
Deçan	-	483	2,268	2,040	496	832	6119
Dragash	4	304	1934	1634	390	207	4473
Ferizaj	306	1,619	8,887	7,867	3,904	2,881	25,464
Fushë-Kosovë	142	164	3339	2,656	853	750	7,904
Gjakovë	291	1,120	6,806	6,110	2,531	1,820	18,678
Gjilan	246	1,125	6,390	5,875	3,149	2,313	19,098
Gillogoc	98	984	4,791	4,157	1,607	1,424	13,061
Hani i Elezit	-	142	796	617	-	343	1,898
Istog	181	544	2998	2599	626	1,044	7,992
Junik	-	55	305	254	-	220	834
Kaçanik	88	452	2,512	2211	736	790	6,789
Kamenicë	52	277	1,823	1,735	575	876	5,338
Klinë	115	574	3,196	2,922	970	844	8,621
Leposaviq	-	-	12	17	-	-	29
Lipjan	58	1136	4,878	4,304	1,236	1,870	13,255
Malishevë	-	277	5,211	4,630	1,214	2,098	14,289
Mamushë	-	56	370	331	-	221	978
Mitrovicë	340	1,067	6,111	5084	2694	1757	17053

Novobërdë	-	46	267	214	61	-	588
Obiliq	82	322	1,703	1,508	440	308	4363
Pejë	211	1187	7095	6033	3244	1744	19514
Podujevë	46	1173	7317	6636	2836	1724	19,732
Prishtinë	1,079	2,530	16,674	13,492	5,813	5,328	44,916
Prizren	89	1,814	12,413	10,572	4,319	3,444	32,572
Rahovec	10	882	4135	3,681	534	1,932	11,253
Shtërpcë	-	42	247	268	13	169	739
Shtime	41	396	2178	2103	696	842	6256
Skenderaj	73	718	4083	3692	1,722	909	11,197
Suharekë	55	807	4,628	4,016	1,841	1,352	12,699
Viti	86	488	3432	3,174	930	1,534	9,644
Vushtrri	116	721	5473	4826	2032	1409	14577
Zubin Potok	-	11	59	50	-	-	120
Zveçan	-	-	41	17	-	-	58
Klllokot	-	9	66	61	-	-	136
	3,809	22,157	132,438	115,386	45'462	40'985	360'237
Total		25,966		247,824		86'447	360'237

Besides public institutions, there is also a number of students attending private primary, lower secondary and upper secondary level education in private education institutions. The table below shows the municipalities offering private education. The total number in private institutions amounts to 6'052 students.

Students in private education institutions at primary/lower and upper secondary level ²⁹									
Municipality	Primary /Lower secondary			Upper secondary			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Totale
Ferizaj	26	31	57	78	31	109	104	62	166
Gjakovë	80	55	135	150	110	260	230	165	395
Gjilan	50	28	78	73	68	141	123	96	219
Klinë	-	-	-	26	30	56	26	30	56
Lipjan	-	-	-	194	187	381	194	187	381
Mitrovicë	22	22	44	5	10	15	27	32	59
Pejë	56	27	83	83	46	129	139	73	212
Prishtinë	1,070	834	1,904	778	571	1,349	1,848	1,405	3,253
Prizren	458	348	806	262	243	505	720	591	1,311
Total	1,762	1,345	3,107	1,649	1,296	2,945	3,411	2,641	6,052

²⁹Education Statistics Kosovo 2016-2017, 61.

NUMBER OF INSTITUTIONS ACCORDING TO LEVELS

Municipality	Preschool / kindergarden	Primary and low secondary	Upper secondary	Total
Deçan	-	21	2	23
Dragash	-	35	1	36
Ferizaj	2	51	8	61
Fushë-Kosovë	1	13	3	17
Gjakovë	7	51	9	67
Gjilan	3	41	8	52
Gillogoc	2	32	2	36
Hani i Elezit	-	6	1	7
Istog	5	26	3	34
Junik	-	1	1	2
Kaçanik	1	24	2	27
Kamenicë	1	30	33	34
Klinë	1	26	2	29
Leposaviq	-	1	-	1
Lipjan	1	50	5	56
Malishevë	-	38	3	41
Mamushë	1	1	1	3

Mitrovicë	1	39	5	45
Novobërdë	-	7	1	8
Obiliq	1	16	2	19
Pejë	1	39	6	46
Podujevë	1	57	4	62
Prishtinë	8	58	14	80
Prizren	-	71	14	85
Rahovec	1	34	4	39
Shtërpcë	-	5	1	6
Shtime	1	18	1	20
Skenderaj	1	36	4	41
Suharekë	1	41	3	45
Viti	1	35	3	39
Vushtrri	1	46	3	50
Zubin Potok	-	1	-	1
Zveçan	-	1	-	1
Klllokot	-	1	-	1
Total	43	952	119	1114

5.3

GEOGRAPHICAL DISTRIBUTION OF SCHOOLS

In Kosovo, in recent years there was a trend of demographic development, which has made the education planning even more difficult. Migration of citizens from small municipalities towards large centers has resulted in a drop of students in peripheral areas and a number of schools in villages and small municipalities are operating with a small number of students or are closed at all.

On the other hand, schools in cities are overloaded and have to work in shifts.

In Kosovo, schools are distributed in all municipalities. Student access to school in general is not difficult, especially in recent years following the regulation of road infrastructure and the movement of buses even in remote rural areas.

5.4

STUDENTS COMPLETING 9. / 10. GRADE AND HIGH SCHOOL STUDENTS

In Kosovo, in 2016/2017, 30'910 pupils have completed lower secondary public education (grade 9). In upper secondary education (grade 10), in the same year, 32,577 students were registered.

Year 2016 / 2017			
Age group/grade	Male	Female	Total
Grade 9	15,863	15,047	30,910
Grade 10	17,250	15,327	32,577

5.5

STUDENTS IN HIGH SCHOOLS AND VOCATIONAL EDUCATION SCHOOLS

The level of upper secondary education in Kosovo consists of vocational education institutions and high schools. During 2016/2017 school year, 45'462 students were registered in vocational schools, whereas 40'985 students attended high schools. High schools are preferred by Kosovar students because it allows them to continue studying at the university. Poor economic development, job shortages and the increase of jobs in state administration, where university degrees are requested, have had the effect of creating an impression that

employment is easier if you have studied. Unfortunately, vocational education is seen as an alternative only if students do not succeed in enrolling in high schools. According to MEST, the number of students enrolled in vocational schools has fallen below 50% of the total number of students in upper secondary level. The main criticisms in terms of vocational education have to do with the insufficient budget to cover student needs and the inconsistency of professional profiles with labor market requirements.³⁰

Municipality	Vocational Schools			High School			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Deçan	369	127	496	385	447	832	754	574	1328
Dragash	224	166	390	110	97	207	334	263	597
Ferizaj	2,165	1739	3904	1364	1517	2881	3529	3256	6785
Fushë Kosovë	526	327	853	261	489	750	787	816	1603
Gjakovë	1,480	1,051	2,531	822	998	1820	2302	2049	4,351

³⁰National Strategy for Development 2016-2021. 27.

Gjilan	1,577	1,572	3,149	1,012	1,301	2,313	2,589	2,873	5,462
Glllogoc	1,023	584	1,607	537	887	1,424	1,560	1,471	3,031
Hani i Elezit	-	-	-	157	186	343	157	186	343
Istog	481	145	626	428	616	1,044	909	761	1,670
Junik	-	-	-	127	93	220	127	93	220
Kaçanik	492	244	736	309	481	790	801	725	1,526
Kamenicë	398	177	575	368	508	876	766	685	1,451
Klinë	622	348	970	303	541	844	925	889	1,814
Leposaviq	-	-	-	-	-	-	-	-	-
Lipjan	835	401	1,236	810	1,060	1,870	1,645	1,461	3,106
Malishevë	748	466	1,214	891	1,207	2,098	1,639	1,673	3,312
Mamushë	-	-	-	137	84	221	137	84	221
Mitrovicë	1,535	1,159	2,694	753	1,004	1,757	2,288	2,163	4,451
Novobërdë	33	28	61	-	-	-	33	28	61
Obiliq	297	143	440	99	209	308	396	352	748
Pejë	1,863	1,381	3,244	703	1,041	1,744	2,566	2,422	4,988
Podujevë	1,646	1,190	2,836	624	1,100	1,724	2,270	2,290	4,560
Prishtinë	3,362	2,451	5,813	2,255	3,073	5,328	5,617	5,524	11,141
Prizren	2,516	1,803	4,319	1,579	1,865	3,444	4,095	3,668	7,763

Rahovec	413	121	534	968	964	1,932	1,381	1,085	2,466
Shtërpçë	13	-	13	101	68	169	114	68	182
Shtime	410	286	696	386	456	842	796	742	1,538
Skenderaj	1,044	678	1,722	349	560	909	1,393	1,238	2,631
Suharekë	1,236	605	1,841	510	842	1,352	1,746	1,447	3,193
Viti	613	317	930	685	849	1,534	1,298	1,166	2,464
Vushtrri	1,283	749	2,032	563	846	1,409	1,846	1,595	3,441
Zubin Potok	-	-	-	-	-	-	-	-	-
Zveçan	-	-	-	-	-	-	-	-	-
Killokot	-	-	-	-	-	-	-	-	-
Total	27,204	18,258	45,462	17,596	23,389	40,985	44,800	41,647	86,447

The Higher Education sector is regulated by the Law on Higher Education of 2011.³¹ The Higher Education system in Kosovo operates through public and private higher education institutions. Only accredited institutions can offer studies that lead to a degree or diploma.³²

In Kosovo, at the level of higher education there are 9 public institutions and 30 private accredited and licensed institutions. According to this, for 1 million people, 20 higher education institutions are in place, a very high figure compared to the average in the European Union.

A persistent challenge to the whole education system, thus also in higher education, has been the ethnic separation of education.³³ Although the Brussels Agreement of 2013 tried to tackle the issue of mutual recognition of

diplomas, this has failed to be implemented.

Since education in the Balkans often has also politically manipulated, higher education became another arena of competing ethnic fronts. After the war, Kosovo Serbs living in North Mitrovica refused to acknowledge the independence of Kosovo and hence also of the University of Prishtina from the Serbian education system. They were supported in this refuse from Serbia. Departments of the University of Prishtina in Mitrovica were kept in control by the Kosovo Serbs, who named it the University of Prishtina in Kosovska Mitrovica or UPKM.

But since this university is run and functions according to the education system of Serbia, its diplomas must be recognized in Kosovo in order for the students to be

³¹Law on Higher Education in Kosovo.

<https://masht.rks-govnet/uploads/2015/06/02-ligji-per-arsimin-e-larte-anglisht.pdf>

³²SPHERE. Higher Education in Kosovo, online under: <https://supporthere.org/page/higher-education-kosovo>

³³Balkan Insight.

<http://www.balkaninsight.com/en/article/higher-education-is-reinforcing-kosovo-s-ethnic-divide-04-04-2017>

employed in Kosovo. On the other hand, the diplomas of Kosovo are not recognized in Serbia neither, which makes it impossible for Albanians living in Serbia to get a job.

Another issue that contributes to the poor quality in higher education is corruption. In a report commissioned by the European Council in 2017 it was stated that corruption is “an endemic persistent and structural problem that has only worsened in the last few years”.³⁴

Besides ethnic separation and corruption, higher education is also being abused politically. Getting a job in the University as a lecturer is almost impossible if you don't belong to one of the stronger political parties. Since the University is the place where you can influence students with your own political vision, parties have a constant interest to install their own people there.

The number of students in higher education in Kosovo has increased steadily. From 40,000 students in 2004, the number for 2015 is increased

to 122,000 students. For 100'00 inhabitants Kosovo has 6'669 students, which is twice the average compared to the European Union.

There is also an increase in the number of study programs, although according to research there is a discrepancy between labor market demands and higher education programs.

The table below shows the percentages of students in study programs.³⁵

³⁴Balkan Insight, <http://www.balkaninsight.com/en/article/higher-education-is-reinforcing-kosovo-s-ethnic-divide-04-04-2017>

³⁵Education Strategic Plan 2017–2021, 29.

Study Field	Public	Private	Total
Education	9.2%	0.0%	6.8%
Human arts	10.8%	6.4%	9.7%
Social science, business and law	48.1%	63.7%	52.1%
Natural sciences, math. and computer science	5.5%	10.2%	6.7%
Engineering, Production and Construction	14.0%	7.5%	12.3%
Agriculture and veterinary medicine	2.6%	0.0%	2.0%
Health and Wellbeing	6.9%	7.7%	7.1%
Services	2.8%	4.5%	3.3%

One of the reasons for the lack of coordination between higher education institutions and the labor market is the lack of communication between the actors of these two fields.

Despite the urgent need, the increase of the number of students was not followed by the proportional increase of academic staff in higher education institutions. Moreover, infrastructure and equipment for improving

quality in higher education are also missing. One of the key services that a university needs to offer is access to updated literature in libraries and in electronic form. This would increase the quality of higher education as well as scientific research. However, this continues to be a challenge for Kosovo.

Although the legal framework for higher education foresees the development of

mechanisms for performance-based financing for higher education institutions, Kosovo has not yet developed a methodology for such funding.

Public spending on higher education has been rising

since 2011, but remains at the edge of European standards. But measured per student, spending is on the decline, due to the increased number of students.

6.1

NUMBER OF PUBLIC AND PRIVATE UNIVERSITIES

In Kosovo there are 9 public universities in the following municipalities:

- Prishtine, University Hasan Prishtina
- Prizren, University Ukshin Hoti
- Peje, University Haxhi Zeka
- Gjilan, University Kadri Zeka
- Gjakove, University Fehmi Agani
- Mitrovice, University Isa Boletini
- Ferizaj, University of Applied Sciences
- Prishtina, Faculty of Islam Studies
- Vushtrri, Faculty for Public Security

1 UNIVERSITY HASAN PRISHTINA, PRISHTINE³⁶

Study program	Year I			Year II			Year III			Year IV			Year V			Year VI			Female	Male	Total
	F	M		F	M		F	M		F	M		F	M		F	M		F	M	
Philosophy	506	283	789	572	236	808	1094	445	1539	-	-	-	-	-	-	-	-	-	2172	964	3136
Nat. -Math. Science	526	292	818	614	261	875	546	277	823	152	141	293	-	-	-	-	-	-	1838	971	2809
Philology	613	228	841	453	126	579	660	164	824	460	78	538	-	-	-	-	-	-	2186	596	2782
Law	639	450	1089	748	507	1255	734	454	1188	850	802	1652	-	-	-	-	-	-	2971	2213	5184
Economics	918	1176	2094	914	993	1907	2369	2319	4688	-	-	-	-	-	-	-	-	-	4201	4488	8689
Construction / Architecture	133	345	478	165	321	486	255	875	1130	71	70	141	97	103	200	-	-	-	721	1714	2435
Electric and Computer Engineering	236	459	695	170	280	450	332	434	766	-	-	-	-	-	-	-	-	-	738	1173	1911
Mechanical Engineering	71	444	515	95	313	408	75	274	349	-	-	-	-	-	-	-	-	-	241	1031	1272
Medicine	283	142	425	357	208	565	789	373	1162	264	165	429	298	185	483	454	493	947	2445	1566	4011
Arts	102	79	181	91	74	165	120	101	221	94	89	183	-	-	-	-	-	-	407	343	750
Agriculture + Veterinary	256	478	734	243	305	548	128	236	364	5	43	48	5	86	91	-	-	-	637	1148	1785
Sports	69	134	203	52	141	193	29	104	133	39	217	256	-	-	-	-	-	-	189	596	785
Education	495	40	535	879	56	935	891	43	934	921	100	1021	-	-	-	-	-	-	3186	239	3425
Total	4847	4550	9397	5353	3821	9174	8022	6099	14121	2856	1705	4561	400	374	774	454	493	947	21932	17042	38974

³⁶Education Statistics Kosovo 2016/2017, 93.

2 UNIVERSITY UKSHIN HOTI, PRIZREN³⁷

Study Program	Year I			Year II			Year III			Year IV					
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Business Administrat.	163	253	416	119	88	207	114	114	228	-	-	-	396	455	851
Internat. Management	91	163	254	90	80	170	106	109	215	-	-	-	287	352	639
Law	221	250	471	246	145	391	137	79	216	61	23	84	665	558	1223
Software design	18	134	152	25	63	88	17	45	62	-	-	-	60	242	302
TIT Bosnian language	10	29	39	8	21	29	24	16	40	-	-	-	42	66	108
TIT	30	153	183	47	79	126	60	92	152	-	-	-	137	324	461
TIT Turkish language	16	30	46	9	1	10	-	-	-	-	-	-	25	31	56
Englisch	186	83	269	102	13	115	45	7	52	-	-	-	333	103	436
German	103	74	177	39	21	60	20	11	31	-	-	-	162	106	268
Albanian	111	47	158	64	24	88	70	-	70	-	-	-	245	71	316
Primary educ. bosnian	25	19	44	15	7	22	23	3	26	15	9	24	78	38	116
Primary educ. turkish	16	13	29	7	5	12	18	7	25	15	1	16	56	26	82
Primary education	353	46	399	137	127	264	165	16	181	102	14	116	757	203	960
Preschool Education	214	2	216	227	1	228	142	1	143	85	1	86	668	5	673
Preschool Ed. turkish	25	3	28	11	-	11	21	-	21	17	1	18	74	4	78
Preschool Ed. Bosnian	8	4	12	9	1	10	-	-	-	-	-	-	17	5	22

³⁷Education Statistics Kosovo 2016/2017. 99.

Chem.-physics bosnian	-	-	-	-	-	-	-	-	-	-	5	8	13	5	8	13	
Chemistry Physics	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Math.- Informatics bosnian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Agrobusiness	11	42	53	-	-	-	-	-	-	-	-	-	-	11	42	53	
Forestry and environ.	9	58	67	-	-	-	-	-	-	-	-	-	-	9	58	67	
Education Englisch	-	-	-	-	-	-	-	-	-	-	14	10	24	14	10	24	
Education Albanian	-	-	-	-	-	-	-	2	2	-	1	1	1	-	3	3	
Education German	-	-	-	6	1	7	6	12	18	3	17	20	15	30	45		
Total	1,610	1,403	3,013	1,161	677	1,838	968	514	1,482	317	85	402	4,056	2,740	6,796		

3

UNIVERSITY HAXHI ZEKA
PEJË³⁸

Number of Students at Bachelor Level																
Study Program	Year I			Year II			Year III			Year IV			Total			
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	
Business Faculty	355	548	903	221	196	417	356	226	582	-	-	-	932	970	1,902	
Law Faculty	572	1231	1803	235	270	505	244	195	439	254	180	434	1305	1876	3,181	
Faculty of Management in Tourism, Hotel business and Environmnet	141	431	572	112	241	353	95	157	252	-	-	-	348	829	1,177	
Faculty of Agrobusiness	124	141	265	92	81	173	98	179	277	-	-	-	314	401	715	
Faculty of Arts	40	70	110	20	23	43	11	27	38	18	15	33	89	135	224	
Total	1,232	2,421	3,653	680	811	1,491	804	784	1,588	272	195	467	2,988	4,211	7,199	

4

UNIVERSITY KADRI ZEKA,
GJILAN³⁹

Study Program	Year I			Year II			Year III			Year IV			Total		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Primary Education	152	34	186	146	17	163	85	16	101	71	19	90	454	86	540
Preprimary Education	127	-	127	106	-	106	60	-	60	42	-	42	335	-	335
Law	212	178	390	156	83	239	147	63	210	48	38	86	563	362	925
Economics/ Bank, Fin. and Accounting	121	120	241	118	80	198	128	66	194	-	-	-	367	266	633
Economics/ Management	100	139	239	99	61	160	105	86	191	-	-	-	304	286	590

³⁸Education Statistics Kosovo, 104³⁹Education Statistics Kosovo, 107

Economics / Marketing	81	50	131	36	9	45	33	9	42	-	-	-	150	68	218
Computer Sciences	46	107	153	28	45	73	20	30	50	-	-	-	94	182	276
Total	839	628	1467	689	295	984	578	270	848	161	57	218	2267	1250	3517

5 UNIVERSITY FEHMI AGANI, GJAKOVE⁴⁰

Study Program	Year I			Year II			Year III			Year IV			Total		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Preschool Education	108	2	110	125	2	127	142	4	146	136	4	140	511	12	523
Primary Education	103	20	123	154	43	197	124	29	153	146	33	179	527	125	652
Philology/ Albanian	50	28	78	63	57	120	37	40	77	38	23	61	188	148	336
Philology/ Albanian Literature	38	43	81	41	58	99	39	34	73	-	-	-	118	135	253
Philology/ English Language and Literature	-	-	-	98	46	144	69	25	94	46	30	76	213	101	314
Medicine/ Delivery nurse	57	1	58	58	-	58	39	1	40	36	1	37	190	3	193
Medicine/ Nursery	86	24	110	121	48	169	99	36	135	71	19	90	377	127	504
Total	442	118	560	660	254	914	549	169	718	473	110	583	2,124	651	2,775

⁴⁰Education Statistics Kosovo, 110.

6

UNIVERSITY ISA BOLETINI,
MITROVICE⁴¹

Study Program	Year I			Year II			Year III					
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Geo Science	22	139	161	12	44	56	26	92	118	60	275	335
Food Technology	157	150	307	64	35	99	92	46	138	313	231	544
Mechanic and Computer Engineering	126	298	424	123	114	237	86	119	205	335	531	866
Law	82	101	183	35	35	70	24	26	50	141	162	303
Economics	81	181	262	58	65	123	39	44	83	178	290	468
Education	200	14	214	175	16	191	91	3	94	466	33	499
Total	668	883	1551	467	309	776	358	330	688	1,493	1,522	3,015

7

UNIVERSITY OF APPLIED SCIENCES,
FERIZAJ⁴²

Study Program	Year I			Year II			Year III					
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Faculty of Management	124	133	257	89	62	151	73	71	144	286	266	552
Faculty of Tourism and Environment	96	91	187	56	51	107	15	11	26	167	153	320
Faculty of Architecture and Wood Technology	57	81	138	34	32	66	21	31	52	112	144	256
Faculty of Engineering and Informatics	47	82	129	13	34	47	7	22	29	67	138	205
Total	324	387	711	192	179	371	116	135	251	632	701	1,333

⁴¹Education Statistics Kosovo, 113⁴²Education Statistics Kosovo, 117.

8 FACULTY OF ISLAM STUDIES, PRISHTINA⁴³

Study Program	Year I			Year II			Year III			Year IV			Total		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Islam Theology	40	78	118	40	45	85	41	58	99	23	30	53	144	211	355

9 FACULTY FOR PUBLIC SECURITY, VUSHTRRI⁴⁴

Study Program	Year I			Year II			Year III			Year IV			Total		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Public Security	6	56	62	5	50	55	7	55	62	-	-	-	18	161	179

⁴³Education Statistics Kosovo. 120

⁴⁴Education Statistics Kosovo. 122

6.2

PRIVATE UNIVERSITIES (COLLEGES)

Number of students on Bachelor level in private colleges⁴⁵

COLLEGE	PRIVATE COLLEGES														
	Year I		Year II		Year III		Year IV		Year V		Year VI				
	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Male	Total
AAB	2,463	4,561	1,941	3,659	2,017	4,143	735	1,200	-	-	-	-	7,156	6,407	13,563
AuK	60	145	63	121	40	87	35	74	-	-	-	-	198	229	427
Biznesi	127	514	139	546	129	529	42	98	-	-	-	-	437	1,250	1,687
Design FactorY	20	20	21	24	6	6	-	-	-	-	-	-	47	3	50
Fama	885	1,266	567	924	647	1,198	99	313	-	-	-	-	2,198	1,503	3,701
European i Kosovës	24	91	23	73	58	157	-	-	-	-	-	-	105	216	321
Dukagjini	36	105	46	131	25	110	10	18	-	-	-	-	117	247	364
Gjilani	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Humanistika	1	3	6	33	15	42	-	-	-	-	-	-	22	56	78
IBMC	39	100	27	46	25	41	13	21	-	-	-	-	104	104	208
Internacional	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
ISPE	152	424	220	544	218	541	13	39	-	-	-	-	603	945	1,548
Juridika	37	116	39	105	25	105	18	88	33	100	32	123	184	453	637
Pjeter Budi	44	152	40	184	38	236	-	-	-	-	-	-	122	450	572
QEAP Heimerer	347	488	312	446	238	324	-	-	-	-	-	-	897	361	1,258
Rezonanca	320	559	287	509	202	351	26	66	33	88	-	-	868	705	1,573

⁴⁵Education Statistics Kosovo, 123

Riinvest	30	79	23	99	68	255	-	-	-	-	-	-	121	312	433	
Tempulli	16	108	8	43	3	45	-	-	-	-	-	-	27	169	196	
UBT	1,013	2,616	581	1,832	517	1,813	9	33	-	-	-	-	2,120	4,174	6,294	
Universi	140	214	111	176	111	171	-	-	-	-	-	-	362	199	561	
Akademia Evolucion	151	202	119	165	115	167	-	-	-	-	-	-	385	149	534	
Dardania	274	399	273	443	306	470	-	-	-	-	-	-	853	459	1,312	
ESLG	10	35	31	74	22	49	3	5	-	-	-	-	66	97	163	
Iliria	278	806	406	1,243	412	1,305	98	198	-	-	-	-	1,194	2,358	3,552	
Universum	325	657	265	610	299	641	166	140	-	-	-	-	1,055	1,293	2,348	
Vizioni për Arsim	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Ekonomik i Lubljanës	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Eada	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Victory	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Globus	99	204	54	114	58	129	-	-	-	-	-	-	211	236	447	
Arbëri	57	161	-	-	-	-	-	-	-	-	-	-	57	104	161	
Total	6.948	14.025	5.602	12.144	5.594	12.915	1.267	2.593	66	188	32	123	19.509	22.479	41.988	

Number of students at Master Level, year 2016/2017⁴⁶

College	Year I		Year II				
	Female	Total	Female	Total	Female	Male	Total
AAB	535	965	402	766	937	794	1731
AuK	-	-	-	-	-	-	-
Biznesi	62	175	55	197	117	255	372
Design FactorY	-	-	-	-	-	-	-
Fama	138	229	187	321	325	255	550
European i Kosovës	-	-	-	-	-	-	-
Dukagjini	15	33	6	20	21	32	53
Gjilani	-	-	-	-	-	-	-
Humanistika	-	-	-	-	-	-	-
IBMC	-	-	-	-	-	-	-
Internacional	-	-	-	-	-	-	-
ISPE	13	38	34	103	47	94	141
Juridika	3	17	6	25	9	33	42
Pjeter Budi	17	52	12	51	29	74	103
QEAP Heimerer	34	38	12	13	46	5	51
Rezonanca	42	56	-	-	42	14	56

⁴⁶Education Statistics Kosovo, 128

Riinvest	31	51	142	300	173	178	351
Tempulli	13	44	-	18	13	49	62
UBT	131	345	108	225	239	331	570
Universi	-	-	2	6	2	4	6
Akademia Evolucion	10	15	9	12	19	8	27
Dardania	29	45	55	83	84	44	128
Dukagjini	15	33	6	20	21	32	53
ESLEG	16	46	-	-	16	30	46
Iliria	140	294	137	314	277	331	608
Universum	33	56	45	120	78	98	176
Vizioni për Arsim	-	-	-	-	-	-	-
Ekonomik i Lubjanës	-	-	-	-	-	-	-
Eada	-	-	-	-	-	-	-
Victory	-	-	-	-	-	-	-
Globus	61	109	40	72	101	80	181
Arbëri	13	39	-	-	13	26	39
Total	1,336	2,647	1,252	2,646	2,588	2,705	5,293

6.3

NUMBER OF STUDENTS AT ALL LEVEL IN PUBLIC AND PRIVATE INSTITUTIONS⁴⁷

Level	Public	Private	Total
	2016/2017	2016/2017	2016/2017
Preschool	26,453	3,020	29,473
Primary and lower secondary	251,986	3,107	255,093
Upper secondary	87,996	2,945	90,941
Special Education	271	-	271
University	75,962	47,281	123,243
Total	442,668	56,353	499,021

⁴⁷Education Statistics Kosovo 2016/2017, 134.

CURRICULA (GRADES 6. – 12.): WHAT DO STUDENTS LEARN ABOUT DEMOCRATIC LIFE AND LABOUR MARKET?

Supporting the efforts to reform education in Kosovo, the Curriculum Framework for Pre-University Education was developed in order to address the identified shortcomings and needs in the field of education. Previous curricula were still oriented to education as content and front-line teaching with focus on teachers and teaching subjects. With the current new curriculum, which was initiated in 2011 and according to MEST forecasts has had to operate across the country in 2013/2014, it is aimed at changing the paradigm of classical content-oriented teaching through shifting the focus to the student and developing different competencies of students. However, there have been delays in the implementation of the new Curriculum Framework so far. The implementation of the new

curriculum has become compulsory for all schools just in 2017.

The Curriculum Framework is broken down into the Core Curricula of the different levels of pre-university education. Within the Core Curriculum the results are determined for both competences and learning.

The competencies envisaged to be developed through the new Curriculum Framework and Core Curriculums include knowledge, skills and attitudes that will help students succeed in the digital era, the free market economy of a world with significant interdependence. The types of competences that are to be developed are:

- Communication and expression competence
- Competence of thinking
- Learning competence
- Competence for life, work and environment
- Personal competence
- Civil Competence

To achieve these competencies, results are formulated that are required to be achieved for different curricular areas as follows:

- Languages and communication;
- Arts;
- Mathematics
- Natural sciences
- Society and environment;
- Physical education, sports and health;
- Life and work.

The difference between formal levels of education for competencies and curriculum areas is done through expected learning outcomes.⁴⁸ Core curricula for lower secondary education (grades VI – IX) and upper secondary education (grades X – XII) foresee the same

competences and curriculum areas for both low and upper level (gymnasiums). In addition to the classroom subjects, curricula of both levels have planned two curriculum areas that deal with social and economic issues (Life and Work).

⁴⁸Core Curriculum for Lower Secondary Education, 15.

Through the field Society and Environment, students develop the knowledge, skills, attitudes and trends that are needed for a democratic society. It is intended that students learn to participate and contribute actively and critically to society and the world.

The Curriculum field Society and Environment at the lower secondary level (grades VI – IX), is realized through subject lesson. The subjects of this field at this level are: history, geography and civic education.

The general concepts of this field are:

- Individuals, groups and social relationships
- Social and Natural Processes
- Norms, Rights and Responsibilities
- Decision-making and Institutions
- Environment, resources and sustainable development⁴⁹

Specific concepts in the field Society and Environment for lower secondary education include, besides concepts from history and geography, also concepts of civic education that address social and political issues:

Lower Secondary Specific Concepts in field Society and Environment				
Society	Kingdom	Peace	Freedom	Democratic
Revolution	Family	Equality	Abolitionism	Republic
Enlightenment	Individuals	Laws	Tolerance	Migration
Parliamentarianism	Institutions	Democracy	Absolutism	Communication
Colonialism	Gender	States	Governance	Totalitarianism

⁴⁹Core Curriculum for Lower Secondary Education, 66.

In upper secondary education (grades X – XII), the curriculum field Society and Environment⁵⁰ is addressed through subject teaching such as history, civic education, sociology, psychology, philosophy and logic.

Specific concepts in the field of Society and the Environment in upper secondary education, which also address social, political and economic issues are:⁵¹

Upper Secondary Specific concepts in field Society and Environment				
Society	Decolonialization	Norms	Peace	Parliamentarism
Colonization	Rights	Responsibilities	Tolerance	Conflict
Political Parties	Solidarity	Dictatorship	Fascism	Perception
Neocolonialization	Decision Making	Dictatorship of the Proletariat	Market Economy	Racism
Treaty	Enlightenment	Individuals	Communism	State
Equality	Socialism	Judgment	Social Relations	Freedom
Citizenship	Social Groups	Democracy	Age of Relativism	War
Thinking	Civilization	Philosophical Currents		

The Curriculum field Life and Work plans activities such as research, problem solving, and the analysis of concepts. Students are expected to develop their creativity and entrepreneurial skills. These

abilities and skills are required to be developed so that students can play an effective role in the economy by being competitive in the labor market.

⁵⁰Core Curriculum for Lower Secondary Education, 70

⁵¹Core Curriculum for Lower Secondary Education, 70.

General Concepts:

- Technology including ICT
- Work and entrepreneurship education
- Career counseling and orientation
- Education for Sustainable Development

For the lower secondary education (VI – IX class), the specific concepts of Life and Work are:

Lower Secondary Specific Concepts in field Life and Work			
Description	Measurement	Cutting	Planning
Identification	Evaluation	Model Creation	Access Issues from Different Perspectives
Implementation	Design	Research	Reasoning

Specific concepts in the field of Life and Work for Upper Secondary Education are:

Upper Secondary Specific Concepts in field Life and Work			
CV	Computer Equipment	Career System	Access Issues from different perspectives
Business Plan	Communication Network	Sustainable Development	Design (Creativity)
Programming Language	Entrepreneurship	Model Creation	Research
Business	Economics	Career Orientation	Labor Market
Reasoning	Planning	Argumentation	Employer

For a student's ability to contribute to democratic life and the labor market, it is advisable to broaden the areas of specific concepts for the areas of Society and Environment and Life and Work as to include concepts of political education, ethics, feminism and market policy

work. The focus should be mainly focused on the concepts that make up the link between life and work processes in a democratic society.

OFFERS IN CAREER COUNSELING

Career Counseling is also covered in the Curriculum Framework and the Core Curricula. In 2012 MEST has drafted the Career Orientation Strategy. However, due to the lack of trained and professional consultants and career consultants, there have been delays in this objective in Kosovo.

In 2015, within a roundtable on this issue, organized by Enhancing Youth Employment, the lack of these officials and insufficient engagement was discussed by the MEST. In December 2016 a research

was published by the INPO Initiative for Progress, which instructs the establishment of career counseling centers.⁵²

But in the documents on the official website of MEST, no information was found on any initiative for the establishment of career orientation and counseling centers.

⁵²INPO, Udhëzues për Themelimin e Qendrave për Orientim në Karrierë.
<http://advocacy-center.org/wp-content/uploads/2017/02/Udhezues-per-themelimin-e-Qendrave-per-Orientim-ne-Karriere.pdf>

Despite the increased efforts to reform the education system in Kosovo over the past year 2017, there is still work to be done in many

areas. Greater deficits will be listed below, trying to list the key issues according to their priority:

DEFICITS:

- Lack of inter-ministerial, governmental coordination on education issues.
- Failure to observe the priorities of the National Development Strategy by the Government.
- Small budget for education.
- Lack of monitoring the implementation of legislation at all levels of the education system and the harmonization of primary and secondary legislation in the field of education.
- Misunderstanding of the existing legislation on the responsibilities and competencies of different actors regarding the quality assurance in education.
- Unskilled school management for the post of director in line with the requirements of KESP.
- Untrained teachers for teaching under the new curriculum and non-functioning of the licensing system and teacher's salary according to performance.
- Uninformed citizens about their rights and duties for quality assurance.
- Lack of subjects of political education, ethics, feminism and labor market policy.
- Lack of awareness on all sides about education as a public responsibility.

RECOMMENDATIONS:

- A monitoring and planning body for the education system should be established, consisting of officials of the Ministry of Economic Development, Ministry of Finance and Ministry of Education. This monitoring and planning body would also be responsible for the monitoring of the achievement of state goals/objectives in education according to the National Development Strategies.
- A strategy can not succeed without constant monitoring and reporting. However, in case of non-achievement of objectives according to the action plan for certain strategies, accountability for those failures has to follow. If failures are not punished, Kosovo's delays and stagnations will continue in all spheres of life.
- For the targets set and announced as a priority by the Government, there should be a budget breakdown that meets the needs for achieving those goals. Non-accountability from the side of Government must to be stopped immediately.
- A body should be appointed responsible for harmonizing and interpreting legislation in the field of education.
- It should be made clear that the responsibility for ensuring the quality of education is the duty of the Ministry of Education. For this, the respective standards and guidelines should be developed and the Education Inspectorate should be strengthened financially and in staff.
- School directors must be well-proven and professional managers and their employment should not be politically influenced.
- Teachers are trained for teaching according to the new curriculum and paid according to their performance. Kosovo does not need weak teachers. Periodic testing of teacher knowledge and skills should be conducted to provide a practical and motivational teaching according to the requirements of the new curriculum.
- Citizens should understand that it is their job to insist on the quality of education for their children. Public institutions are paid by citizens' taxes and are responsible for providing quality services for which they are paid. Citizens should be informed

through campaigns about their rights and duties regarding quality assurance. There should also be awareness campaigns about the importance of professional education and the existing misconceptions about vocational education.

- Courses shall be offered that raise political education and knowledge of ethics, feminism and labor market policies. This would ensure that students are truly active in democratic life and bring added value to society and the labor market.
- All institutional actors of the Government and State Administration should be aware that both education and its quality are public responsibilities, for whose failures the responsible persons should held accountable.

Balkan Insight, Higher Education is Reinforcing Kosovo's Ethnic Divide, <http://www.balkaninsight.com/en/article/higher-education-is-reinforcing-kosovo-s-ethnic-divide-04-04-2017> [accessed 20.09.2018]

Evropa e lire: Education as a priority after the bulding of roads, <https://www.evropaelire.org/a/28238678.html> [qasur me 17.09.2018]

Portali Telegrafi: Rritjet dhe shkurtime të buxhetore të vitit 2018, <https://telegrafi.com/rritjet-dhe-shkurtime-të-buxhetore-të-vitit-2018/> [qasur me 17.09.2018]

INPO, Udhëzues për Themelimin e Qendrave për Orientim në Karrierë,

MASHT, "Core Curriculum for Upper Secondary Education in Kosovo" August 2016. <https://masht.rks-gov.net/uploads/2015/10/ang-working-3-masht.pdf>

"Core Curriculum for Lower Secondary Education in Kosovo" August 2016. <https://masht.rks-gov.net/uploads/2015/10/ang-working-2-masht.pdf>

"Education Strategic Plan of Kosovo 2017-2021," 2016. <https://masht.rks-gov.net/uploads/2017/02/20161006-kesp-2017-2021-1.pdf>

"Annual Assessment Report 2018," 2018.

"Strategy of Quality Assurance for Pre-University Education in Kosovo 2016-2020," 2015, <https://masht.rks-gov.net/uploads/2016/12/qa-strategy-final-english.pdf>

MASHT and ASK. "Education Statistics in Kosovo 2016-17." Information Management System in Education, 2017.

Government of Kosovo, Office for Strategic Planning. "National Strategy for Development 2016-2021," 2015.

http://www.kryeministri-ks.net/repository/docs/National_Development_Strategy_2016-2021_ENG.pdf

LAWS

Law on Pre-University Education in Kosovo:

<https://masht.rks-govnet/uploads/2015/06/03-ligji-per-arsimin-parauniversitar-anglisht.pdf> [accessed 22 July 2018]

Law on Preschool Education in Kosovo

<https://masht.rks-govnet/uploads/2015/06/08-2006-02-l52-en.pdf>

[accessed 22 July 2018]

Law on Education in Municipalities

<https://masht.rks-govnet/uploads/2015/06/09-2008-03-l068-en.pdf>

[accessed 22 July 2018]

Law for Local Self-Government

<https://qzkrks-govnet/ActDetail.aspx?ActID=2530>

[accessed 22 July 2018]

Law on Inspection of Education in Kosovo

<https://masht.rks-govnet/uploads/2015/06/05-ligji-mbi-inspeksionin.pdf>

[accessed 22 July 2018]

Law for Vocational Education and Training

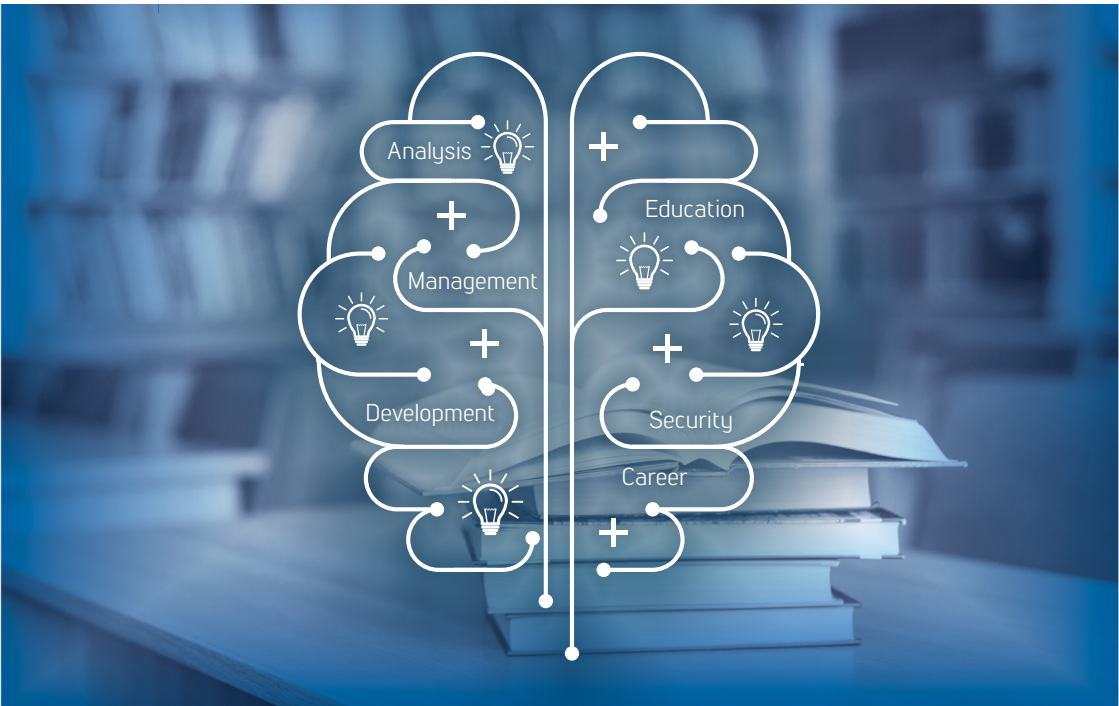
<https://masht.rks-gov.net/uploads/2015/06/liqji-per-aftesimin-profesional-2013-eng.pdf>

[accessed 09.09.2018]

Law on Higher Education in Kosovo

<https://masht.rks-gov.net/uploads/2015/06/02-liqji-per-arsimin-e-larte-anglisht.pdf>

[accessed 20.09.2018]



Analysis of Kosovo's Education System