



**INSTITUCIONET E PËRKOHSHME VETËQEVERISËSE  
PROVISIONAL INSTITUTIONS OF SELF-GOVERNMENT  
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## **I. INTRODUCTION**

This report presents the one year work of the Ministry of Education, Science, and Technology (further in this report MEST) in a specific time frame as a continuation of the Department of Education and Science (DES). The MEST, an institution of Kosovar government responsible for creation of the overall administration policy for the Kosovar system of education, was established on March 4, 2002.

At the time of its establishment MEST encountered an unstable socio-political and educational environment. This was the time when meaningful changes in the Kosovar society were being planned since they were obviously necessary. Kosovar governing institutions had taken on the mandate to plan, organize, direct, and implement these changes in a professional manner. This was a big challenge for the Kosovar government in general, but more so for the MEST, since it was to run (at a time of intensive changes) the most sensitive and the most important area – the area of education. In this area, the handover of responsibilities was to take place for the development of a new system of education, striving to ensure better education for all and equal access for all, regardless of ethnic, religious, gender, social, and racial affiliation. This is a major challenge and responsibility for both the Kosovar society and the international community, since Kosova strives establish a completely new reality, a new vision, in full accord with the principle goal of the Kosovar society for integration in international structures and mechanisms.

MEST undertook the responsibility to run the system of education at a time when the DES had already made initial steps in changing the system of education comprising of large numbers of pupils, students, teachers and education administrators who had just experienced the terrors of the war. Underpaid teachers had almost lost their working motivation, school infrastructure was under reconstruction, but insufficient to meet even basic needs for a proper process of instruction. There were significant shortages in teaching resources; legal infrastructure was deficient, as were old curricula and textbooks. On the other hand, MEST administration was not properly manned; it was incomplete, disorganized and lacked the experience and skills needed to face the incessant demands of the system. In this context, MEST was still receiving a lot of help from international organizations, although a trend of this help phasing out was present all along.

### **Table 1. Statistical indicators**

<b>Employed in education</b>	<b>29118</b>
<b>Pupils and students</b>	<b>450,000</b>
<b>Education institutions</b>	<b>830</b>
<b>Education facilities</b>	<b>1187</b>
<b>Budget</b>	<b>74,563,000</b>

This context was not very promising that MEST would accomplish its objectives as set at the outset of its establishment. Aware of this context, and also aware of the responsibilities and tasks that lied ahead, MEST identified priority objectives for the one year period and for the mid term development of the system of education.

In effect, this allowed for a controlled and accelerated development in all areas of education (see nr. II below). MEST is also moving in the direction of accomplishing its vision, goals and main objectives (see nr. IV and V below), in spite of the many challenges, obstacles, and problems it faced in the process.

## II. STRUCTURE OF THE SYSTEM OF EDUCATION

The MEST operating policy is based and planned in accord with the new structure of the system of education in Kosova.

A new system of education is being put in place in Kosova that will be in compliance with the education systems in most of the countries in the region and in Europe; this system aims for the integration of the new Kosovar individual and society in all regional and European developments and structures and for participation on an equal footing in all these developments.

The underpinning idea behind the new system of education is the increased responsibility on the part of authorities and the society towards education; this new system will extend the compulsory education for another year or grade – in other words, this means that, based on the Law on Primary and Secondary Education, the state will provide all costs of schooling from the first grade of primary till the ninth grade of lower secondary education, whereas upper secondary education will be restructured and upgraded to meet the requirements of the local economy. Currently the system of education is structured as follows:

- Pre-school education: age 3 – 6 years
- Primary education grades 1 – 5 (6 – 11 years);
- Lower secondary education: grades. 6 – 9 (11 – 15 years);
- Upper secondary education: grades 10 – 12/13 (15 – 18 years);
- Higher education: at least 3 years of studies;
- Postgraduate studies for a master's degree 2 years and
- Doctoral studies 3 years.

This structure pertains to the public education, wherewith the state, through MEST sets out policies and directions of development, organizes, leads and supports financially various forms and degrees of education.

Parallel to the public education, pre-conditions and space have been provided for the development of private and non-formal education.

### **III. ORGANIZATIONAL STRUCTURE OF MEST**

The MEST has planned its regional and central administration structure in compliance with the new structure of the education system and based on the powers and functions derived from UNMIK Regulation number 19/2001 on Executive Branch of the Provisional Institutions of Self-government.

The MEST is made up of two main components:

1. The political component and
2. the civil structure

#### **III. 1. The political component**

The political component is represented by the Minister and the Minister's Political Advisors.

##### **III.1.1. The Minister**

The Minister is the highest leader of the MEST, responsible for:

Setting up of operating policies, for enforcing legality in the development of education and science in Kosovo; for ensuring that a clear policy for the development of education reforms is in place; for developing a system of education open for all inhabitants of Kosovo and for encouraging full participation of parents and communities in the education system.

In order to carry out official tasks, the Minister holds a budget line separate from that of the civil service in the MEST and has full discretion to plan the expenditures for the needs of his/her office.

##### **III.1.2. Minister's political advisors**

The Minister's office consists of five (5) Political Advisors and of at least two administrative assistants (the latter being part of the MEST civil service).

The Political Advisors advise the Minister on all tasks and responsibilities pertaining to leading and decision-making on issues related to the MEST policies on education.

The advisors also carry out functions and tasks assigned to them by the Minister.

#### **III.2. The Civil Structure**

The Kosovar society is making its first steps towards a civil society that would be responsible for delivering quality democratic services accessible to all. Regulation Nr. 36/2001 on civil service of Kosovo provides for the functions of the civil service segments of the Kosovar authorities.

The MEST civil service consists of the central and local MEST administration.

##### **III.2.1. Central Administration**

The central administration is a MEST structure consisting of persons employed according to the procedures of the Law on Civil Service in Kosovo and is financed by the Kosovo Consolidated Budget.

The central administration is structured hierarchically into::

1. **Office of the Permanent Secretary**
2. **Departments (3)**

- 3. Divisions (12) and**
- 4. Sections and units (30)**

#### **III.2.1.1. The Office of the Permanent Secretary (PS)**

The PS Office plans, organizes, coordinates, leads, implements, and oversees the development of all MEST activities in compliance with the plans and programs of the Kosovar government and the laws in power. The PS is assisted in his activities by the Legal office, the office of internal auditor, office of general inspector, office for planning and analysis and office for international cooperation.

#### **III.2.1.2. Departments**

Departments are the next hierarchical structure of the civil structure in the central administration. Based on current needs and the nature of priorities, MEST consists of 3 departments:

1. Department of Administration and Finance
2. Department of Education
3. Department of Technical Services

##### **2.1.2.1. Department of Administration and Finance**

Is responsible for admission, organization and training of the MEST, for planning and organization of administration, for establishing, preserving and maintenance of documentation, for budget planning, procurement and finances pertaining to all MEST activities as well as for public information and public relations. The Department of Finance consists of:

- Division of Budget and Finance
- Division of Planning
- Division of Administration
- Division of Information and Communication with the Public

##### **2.1.2.2. Department of Education**

Department of Education is the central professional structure or its program (software) part of the MEST; it is the main agent of operations – the main line of professional work in the MEST; this department is responsible for planning, organization, coordination, supervision of department operations and activities. At the same time, the department advises the PS office in all issues pertaining to the Education Department.

The Department of Education consists of six divisions:

- Division of Curricula
- Division of General Education
- Division of Vocational Education
- Division of Higher Education
- Division of Communities and Gender
- Division of Coordination with Municipalities

##### **2.1.2.3. Department of Technical Services**

Plans, coordinates, and leads all projects related with new construction, extension of the existing facilities, and renovation. It also looks after the infrastructure of school facilities; runs needed procedures to insure MEST facilities, supplies and technical support for MEST; this department also advises the Permanent Secretary and (as needs be) the Minister on issues pertaining with the Department of Technical Services.

The Department of Technical Services consists of 2 divisions:

- Infrastructure Division and
- Technical Support Division

### **III. 2.2. Regional Administration**

The MEST, in compliance with the overall policy for decentralization, is in the process of transferring of a part of authorities in professional domains onto Regional Offices of Education. Seven such Offices have been identified covering seven regions respectively:

1. Prishtina Region
2. Mitrovica Region
3. Peja Region
4. Gjakova Region
5. Ferizaj Region
6. Gjilan Region
7. Prizren Region

Through these offices, MEST aims to keep closer to the teachers and students and to better support them in different areas of professional and administrative needs.

## **IV. GENERAL GOALS**

The MEST vision for the development of education is as follows: “*Promotion and implementation of the idea for better education for all, based on the needs of individuals and those of the Kosovar society*”. This aim will be accomplished by identifying and setting clear long-term goals for the development of the system of education in Kosova. These goals could be briefly described as follows:

- **Unification of the system of education;**
- **Providing sufficient needed school space for all levels;**
- **Providing education for all;**
- **Accomplishment of acceptable learning outcomes in all levels of education, in compliance with international standards;**
- **Encouraging parents, community and the society in support of education;**
- **Public information on results and difficulties in the system of education.**

Based on these goals, MEST has identified its priority objectives for the one year development.

## **V. OBJECTIVES**

From the outset, MEST has based its activities on principles of professional leadership of the education system by drafting its action plan that sets clear measurable outcomes to be accomplished in this phase of development – always keeping sight of the aim to

keep a dynamics of change and avoiding a process of leadership built on reactions to situations. Thus, in the first year of its operation, MEST plans to accomplish these objectives, or outcomes:

- Completing the basic infrastructure of legal regulations;
- Construction, reconstruction and extension of existing facilities in all levels of schooling;
- Implementation of the new system of education;
- Development of new curricula in all levels of education based on international standards;
- Providing the needed school text-books;
- Training of teachers to ensure application of new methodologies of teaching in the teaching and learning process in all levels;
- Setting of standards and implementing external evaluation nationwide;
- Equipping of schools with needed teaching aids and equipment;
- Establishing centers for education management of the information system;
- Ensuring conditions that will allow increased pupil and student attendance in schools;
- Improvement of material and working conditions for all education workers, pupils, and students;
- Ensuring conditions for continued international cooperation in all areas of education;
- Development of various education development projects and their presentation to international donors;
- Restructuring of institutions in education administration in compliance with legal regulations.

The most appropriate strategies and operation modes have been applied to achieve these objectives.

## **VI. STRATEGY OF ACTION**

MEST developed an action strategy that is most feasible, the safest, and least costly. After estimating the circumstances in which MEST undertook the responsibility to lead the education system, it applied feasible forms and methods of action, such as:

- Activation and mobilization of the existing local intellectual capacities regardless of ethnic, political, racial, gender and other affiliation, avoiding to only wait for external help;
- Continuing with international cooperation and fully utilizing international experience in the area of education;
- Training of education staff through various courses, seminars, workshops, lectures and different presentations at home and abroad;
- Taking on (by Kosovars) of the responsibility to run all activities in the system of education, but, at the same time, continuing with the cooperation and assistance by international experts;
- Ensuring outcomes that will be acceptable for the specific Kosovar reality, but also meeting international requirements.

## **VII. ACCOMPLISHED OUTCOMES ACCORDING TO DIVISIONS (MARCH 2002 / MARCH 2003)**

Mest carries out its activities based on its *Mid-term Strategic Plan (2002- 2007)* and on accomplished outcomes, which previously set through feasible objectives. MEST goals and objectives are accomplished by respective MEST structures (see VI above), in such a way that each division works to attain specific outcomes that help in accomplishing the overall MEST objectives and goals.

### **VII. 1. Legal office**

This office is very important for planning and implementing drafting of the needed legal infrastructure for the MEST. More particularly, it is responsible for preparing proposed laws, regulations, administrative instructions, proposals and recommendations relative to regulating the overall operation of the system of education, as well as pertaining to agreements and memoranda of understanding between various institutions.

In accord with this, the legal office prepared the formal aspect of the Law on Primary and Secondary Education that was passed by the Assembly of Kosova on 27 July 2002 and promulgated by the SRSG on 25 November 2002, and the Law on Higher Education, passed by Assembly on 26 September 2002 (still awaiting to be promulgated by the SRSG).

It has issued various administrative instructions regulating specific areas of education, such as:

1. Date of commencement of the second term Nr. DES 1/2002
2. Pilot schools Nr. DES 2/2002
3. Fellowships for students of Bosniac community Nr. DES 3/2002
4. Employment contracts for education officers Nr. DES 4/2002
5. Additional payments for school staff Nr. MEST 5/2002
6. School visits and excursions Nr. MEST 6/2002
7. Procurement of goods and services Nr. MEST 7/2002
8. Curricula for grade nine Nr. MEST 8/2002
9. Licencing and registration of education institutions Nr. MEST 9/2002
10. Start of the 2002/2003 school year Nr. MEST 10/2002
11. School calendar for the 2002/2003 school year Nr. MEST 11/2002
12. National and University Library of Kosova Nr. MEST 12/2002
13. Teachers' salaries Nr. MEST 13/2002
14. Political activities in schools Nr. MEST 14/2002
15. Political activities in schools Nr. MEST 15/2002
16. Determining the teacher – student rapport Nr. MEST 16/2002
17. Extension of employees' working contracts Nr. MEST 17/2002
18. Making up for lost classes Nr. MEST 18/2002
19. Procedures for selection of school directors Nr. MEST 19/2002
20. Introducing student participation fees in the UP Nr. MEST 20/2002
21. Part-time contracts Nr. MEST 21/2002
22. Categories of students for assistance Nr. MEST 22/2002
23. Part-time exams Nr. MEST 1/2003
24. Part-time working contracts Nr. MEST 2/2003
25. Licencing and registration of ed. institutions Nr. MEST 3/2003

26. School staff, governing and professional bodies	Nr. MEST 4/2003
27. Regional Office of Education	Nr. MEST 5/2003

Apart from these, the legal office has carried out other significant tasks: it has reviewed various complaints, appeals and applications; it has represented MEST in court proceedings of different levels, it has offered legal counsel and help to educational institutions, as well as helping in establishing internal rules and standards for filing and archiving of legal acts and other materials. Other bylaws and legal enactments are in the process together with efforts to expedite the promulgation (after having been passed twice by the Kosova Assembly) of the Law on Higher Education by the SRSG.

## VII. 2. DIVISION OF BUDGET AND FINANCES

Is responsible for planning of budget and finances. During the 2002 fiscal year MEST has approved a budget for all levels of education weighing 74.563.000 Euro. The World Bank Report shows that this amount represents 3.4% of GDP invested in education, which is very low compared to other countries, especially when considering the young age of the Kosovar population.

Budget assets for the year 2002 were dedicated to:

1. salaries	50.695.802 €
2. goods and services	14.966.868 €
3. capital expenditures	3.171.282 €
4. reserve funds	5.729.050 €

In compliance with the Memorandum of Understanding signed on October 24, 2002 between MEST, Ministry of Finance and Economy (MFE/CFA) and the Department of Local Administration, on January 1<sup>st</sup>, 2002, MEST started with application of decentralised allocation of funds to municipalities, dedicated to pre-school, primary, and secondary education. According to this MoU, decentralization of assets for the fore-mentioned categories would be carried out as follows:

1. 90 % of budget funds for goods and service would be allocated directly to the municipalities by the MFE (CFA);
2. 25 % of funds for capital expenditure would also be allocated directly to the municipalities by the MFE;
3. Salaries for support staff would be decentralized and directly allocated to the municipalities by the MFE (CFA);
4. During the first six months, the MEST would distribute salaries for education staff;
5. In the next six months (June – July), funds for salaries would be allocated directly to the municipalities by the MFE.

During the year 2002, MEST succeeded in acquiring another 7 million € for supplementary payments (stipends) for the teachers and for the operations of the ninth grade.

This sector has planned the MEST budget for year 2003. This year's budget does not include any funds for pre-school, primary, and secondary education; therefore, the budget for year 2003 weighs 16,671,000 €

This budget amount is planned for the following expenditure categories:

a. ...Salaries .....	6.907.567 €
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b....goods and services .....	7.021.000 €
c....capital expenditures.....	2.425.000 €

### Salaries according to budget lines

1. Special schools .....	473.531 €
2. University .....	5.070.272 €
3. Library.....	211.564 €
4. Educ. Admin. ....	609.976 €
5. Student center .....	300.407 €
6. Institutes .....	241.817 €
<b>Total</b>	<b>6.907.567 €</b>

### Goods and services

1. University .....	4.198.000 €
2. Student Center.....	445.000 €
3. Institutes .....	415.200 €
4. Special schools .....	260.000 €
5. Library.....	103.000 €
6. Educ. Admin. ....	1.169.000 €
7. Teacher training .....	230.000 €
8. Curricula.....	200.000 €
<b>Total</b>	<b>7.020.200 €</b>

### Capital expenditures

1. University	920.000 €
2. Student center	0
3. Institutes	0
4. Special schools	222.000 €
5. Library	810.000 €
6. Educ. Admin.	472.000 €
<b>Total</b>	<b>2.424.000 €</b>

Budget and finance division is working closely with the World Bank in reviewing of the budgets for pre-school, primary, and secondary education on the municipal level for the year 2003. First analyses tell about significant mistakes in planning and the division has come up with a specific proposal for avoiding possible budgetary hurdles during year 2003 at the municipal level.

### VII. 3. Procurement division

Is responsible for procurement of goods and services according to the administrative instruction nr.19/2002. During the year 2002/2003, this division has participated in all procurement procedures in MEST and in various municipalities of Kosova partaking in the process of opening and evaluation tenders for construction and renovation of school facilities.

#### **VII. 4. Administration division**

Is responsible for planning and implementing procedures for recruitment of MEST staff, for providing administrative support for smooth operation of MEST. There are 128 staff members currently employed by the MEST; of these, 36 are women and 92 are men, whereas according to ethnic affiliation: 115 are Albanians, 3 Serbs, 3 Turks, 3 Bosniacs, 2 Roma, and 2 other.

During 2002, this division has:

- Prepared and published advertisements for vacant positions;
- Prepared all needed documents and procedures for varying out interviews with short-listed applicants in accord with the Civil Service Regulation 36/2001;
- Lead the procedure of recruiting 108 new staff members;
- Held minutes from interviews and issued working contracts to the staff members;
- Together with the Ministry of Public Services, this division has organized study and training tours abroad for the MEST staff (24 altogether);
- Prepared archiving forms for MEST files and documents;
- Provided, in cooperation with UNMIK colleagues, extensive translation of materials for the needs of MEST.

#### **VII. 5. Division for public information and communication**

Is responsible for information and communication with the public, for internal and inter-institutional communication.

The main goal of this division was to inform the Kosovar public opinion and education entities on the work and program and policy orientations of the MEST regarding the development of education in Kosova, as well as in creating humane working relations in our education with emphasis on providing equality in education for all Kosovar citizens.

The information division has:

- Monitored media and established information documentation conveying and all activities carried out by the minister or MEST staff;
  - Reported these activities to the media and has compiled corresponding materials;
  - Informed internally and enabled information linkage with the government of Kosova;
  - Drafted quarterly and mid-year activity reports of MEST;
  - Organized press conferences for the minister and other officials;
  - Informed public opinion through press releases, briefings, information and reports on the MEST activities;
  - Prepared and edited four contracted pages with the education magazine „Shkëndija”.
  - The public opinion in Kosova has continuously been kept informed on all activities in all levels of education. This has had positive stabilizing effects in eliminating confusion and misinformation in the public opinion, but it has also helped in building a good opinion on activities carried out by all education institutions in Kosova. In this context, it is worth mentioning here the information disseminated on the process of reforms in Kosova, on the commencement of implementation of the ninth grade, on activities leading to and on the opening ceremony of the faculty of education, then information disseminated on the occasion of teachers' strike etc.;
  - Information disseminated on the work done for the stabilization of situation in the national and university library; on the good work done at the students' center; on the occasion of introduction of student participation fees;
  - Created a positive atmosphere on the education of minority communities living in Kosova etc.;
- 
- Installed the INFOGADHER 2.0 program in 673 schools, 609 in Albanian and 64 in Serb schools.

- Gathered, processed, analysed and published data on education institutions, such as: number of schools, teaching staff, pupils and students, etc.
- Cooperated with the Kosova Institute of Statistics for exchange of information and for ways of their publication.

Unresolved status of the information office and ministry spokesperson by the government, as well as technical problems and incomplete team remain the main obstacles in this process.

## **VII. 6. Curriculum division**

Represents the main professional operation line in the Department of Education and in MEST. Its main function is to develop, implement and evaluate the curricula, as well as their periodic reviewing and revising with the purpose of alleviating weaknesses and applying improvements in the curricula. Setting of standards and evaluating the student attainment levels, developing strategies for professional development of the teaching staff for application of new curricula, developing new approaches to learning (such as distance learning) and providing conditions for lifelong learning are some of key aspects of work in this division.

### **6.1. Curriculum section**

Nine specialists in different curricular areas and subjects work within the curricular section. Their task is to work in curriculum development, leading and managing expert groups and to manage the overall process of curriculum development.

During this period, the group has worked intensively on:

- Finalizing the Project of the New Curricular Framework of Kosova;
- In March 2002 the public discussion process on the New Curricular Framework of Kosova was completed;
- Gathering and recording feedback from the workshops organized in cooperation with professional experts for curricula, education officers, teachers, university professors, parents, students and other stakeholders. Feedback has also been received from the Kosova Academy for Sciences and Arts. As well as from other relevant institutions.
- During March and April 2002 feedback that came as a result of public discussion was reviewed and processed;
- Experts of the core curriculum group have presented to the teachers the New Curriculum Framework in different workshops around Kosova organized by the KEDP and other agencies and NGO-s. Other presentations have been organized on the topic “Student centered learning” in eight regional centers.
- During July – August 2002, in seven training centers, seminars have been organized on the topic “Generative plans and other instruction”.
- During this one year period, a number of experts from the curriculum group have participated in different international seminars and conferences, such as: Bohinj, Ljubljana, Paris, Sofia, Tirana etc.
- Most of these experts have participated in other events with topics on education, environment, psycho-social development, minorities etc.
- They have also drafted or participated in drafting of several documents in the spirit of new reforms in pre-school education, adult education, non-formal and education of illiterate women and minorities.
- They have managed the process and participated in development of subject curricula for grade nine during the period April – August 2002, with the help of experts groups for different subjects (university professors, subject experts and teachers of those subjects);
- The curricula for grade nine for developed and approved by MEST;
- Debates and workshops with experts on the ways of developing curricula, new methodologies of teaching and learning, new standards and evaluation, didactic instruction, use of teaching resources etc.

- Information seminars on the ninth grade have been organized in 7 regional centers (Prishtinë, Gjilan, Ferizaj, Mitrovicë, Gjakovë, Pejë, Prizren), with over 1.500 teachers, inspectors and education officers participating in them.
- Curricula in several subjects have been translated in minority languages (Serbian, Bosnian, and Turkish). Ninth grade curricula have also been developed for minorities living in Kosova.
- The curriculum group has worked in finalizing the Curricula framework of Kosova (September – October 2002).
- During the November – December period the long-term strategy for the development of curricula has been drafted; this strategy gives the milestones and phases for the development of curricula according levels and grades.
- During December 2002 – January 2003, expert teams have been established for development of subject curricula for levels 1, 2, and 3 (grades 1 – 5; 6 – 9; 10 – 12/13) and for subject curricula for grades 1, 6, and 10. For the general subjects only, this process includes over 180 Kosovar experts. Local expert teams have been joined by a group of Slovenian experts, whereas for English, French and German languages experts have been seconded or hired by liaison offices representing respective countries in Kosova.
- Expert groups with experts from mother tongue, history, music and fine arts have also been established for development of curricula for other ethnic groups in Kosova. Experts from these minorities have been included in subject groups and have been working together with Albanian experts in developing curricula in Albanian. Currently, due to lack of readiness of a part of the Serb minority to integrate in these trends, subject expert teams for development of curricula in Serbian language have not been completed yet.
- Local expert teams are working to develop subject curricula for grades 1, 6, and 10. Debates and consultations with experts are being held all along. Two seminars have been held with the participation of local and international experts for the same purpose.
- During February and March 2003 contracts have been signed with these international experts to help the local experts in developing the above-mentioned curricula.

#### **6.2. Teacher Training Unit**

This unit is responsible for drafting plans, regulations and criteria for in-service and pre-service teacher training programs; it carries out needs assessments for teacher training; coordinates activities of leading agencies and other training organizations; cooperates and coordinates its activities with the standards and assessment unit and the curricular section of the MEST in implementing various strategies and methodologies in the process of learning and teaching. This unit is also coordinating efforts and involved in activities related to the Teacher Training Review Board (TTRB).

During the one year period (March 2002 – March 2003), the teacher training unit has involved in a range of important activities:

- In-service and pre-service teacher and school admin staff training;
- Coordination of activities of teacher training service providers;
- In-service training of the the MEST teacher training unit staff;
- Leading and coordinating the work of TTRB;
- Pre-service teacher training;
- Teacher training activities were organized mainly during summer holidays through the “Summer Institute” organized by the Canadian Kosovar Educator Development Program (KEDP);
- In April 2002 the strategic plan for training of teachers was developed that takes in consideration real training needs of the teachers in Kosova. This plan includes and provides

for all municipalities in Kosova. The plan, which sets out criteria for application of teachers for these programs and tasks and responsibilities of teacher training providers, was approved by all teacher training providers;

- The technical preparations were made by KEDP, through a published guide list of training organizations, areas of training, schedule of trainings, topics addressed in the seminars, the manner in which teachers and administrators should apply as well as selection criteria;

- Programs were carried out by training organizations themselves, while the coordination, supervision and assessment of the work done was performed by the MEST's Training Unit and KEDP;

- During May, this Unit, in cooperation with KEDP, organized joint regional meetings with Senior Education Officials (SEO) and Education Officials (EO), in charge of relevant municipalities, as well as with Municipal Education Directors (MED) in order to present the strategic plan;

- During June, July and August 2002, was organized the "Summer Institute", in which over 20 organization offered training for teachers and administrative personnel where more than 4.500 teachers and administrative personnel participated (directors, education officials, director of municipal directorates etc.). In this project were included the following ethnic groups: Bosniacs, Turks, Roma and Ashkali. The programs were diverse and they were carried on during a period of time from 1 to 9 days;

- In these seminars were introduced local trainers, who were previously trained and, in the capacity of the moderators, they showed to be successfully performing their role;

- During September, the Training Unit and the Group of Curricula Drafting, organized a one-day seminar with teachers teaching with the ninth (9) grade and on this occasion were introduced ninth grade curricula;

- The information collected and its processing, the acceptance of the assessment reports from the field as well as the assessment of the work performed concerning the "Summer Institute" were deemed to be considerably successful;

- Having in mind the fact that we have at present a number of teachers, directors and education officials who were qualified as trainers, we focused on new approach, at the same time initiating and motivating the organization in school based of training courses.

- School teachers and directors, who participated training seminars during the summer period at present will organize various meetings within schools, where the whole education staff will participate and exchange different experiences.

- Within the gender equality project, during September, October and November, Training Service staff lectured on the following topic: "Teacher Training in Kosova".

- On January 2003 was established the network of local trainers. Assisted by various organizations and donors and particularly the KEDP and ADRA (Denmark), an initiative to develop a local training capacity has been launched.

- During February and March 2003, regional training centers for local trainers have been established, in which various seminars are being organized with the purpose of training trainers.

- During the same period, seminars have been organized with mentor teachers, who are being trained to admit and coach student teachers from the Faculty of Education in the practice teaching. These trainings are carried out in the four regional centers of the Faculty of Education. So far, four seminars have been held in each of the regional centers that provided quality training for mentor teachers to assist the student teachers in acquiring quality training in compliance with the newest methods and programs of teaching.;
- Needs assesment for professional teacher training has been carried out;
- Teacher training section holds regular meetings with all local and international governmental and non-governmental organizations;
- This section has also set out criteria for organization, implementation, approval and evaluation of different training projects and programs, criteria for selection and training of local trainers etc. Have also been part of activities carried out by this section;
- In September 2002, two members of the Teacher Training Review Board (TTRB) have been on a four days study tour to Slovenia where they were introduced with the work going on in this country in the area of teacher training and policies and regulation related to training programs.
- In October 2002, a study visit to Canada was also organized for several members of the TTRB. This was assessed as a very successful visit during which Kosovar experts gained new experiences and perspectives in the area of teacher training since Canada has a very advanced system of education.
- In May 2002, the TTRB approved the Regulation on Practice Teaching Standards. This document will be used to assess the quality of teaching in our schools. The document sets out knowledge, skills and features related to fundamental competencies of teacher training programs for beginner teachers, for teachers who are practicing the profession of teaching, as well as for professional development of teachers in general;
- In November 2002, TTRB started working on the draft proposal for the Regulation for approval of in service training programs for teachers and administrative staff that was finalized in February 2003;
- In February 2003, the TTRB also started working on the code of conduct for education staff, which was also finalized in March 2003;
- In March 2003, TTRB started working on the draft proposal for the Regulation for teacher and administrative staff. This very important regulation is expected to be finalized in June 2003.

### **6.3 Standards and evaluation unit**

This unit is responsible for developing standards in the learning curricula and is also responsible for standards of achievability for levels 0, 1, 2 and 3 as well as for developing measuring and evaluation instruments in the levels mentioned above; for professional statistical research; for scientific explanation of strengths and weaknesses in the teaching and learning processes as well as in the education system itself, with the aim of examining of the situation in the system.

Based on this, it provides recommendations to the Ministry on steps that should be taken to avoid deviations and different obstructions in implementing the objectives of the MSET.

Standards and evaluation unit has functioned as part of the FTP International project – Finland, which has begun on 1 July 2001. Until 2002/2003 it has managed to:

- train the staff through a training process provided by international experts and through practical activities undertaken by local staff, in order to set the foundations of a sustainable professional structure for standards and evaluation in education;
- conduct research on new methods of external and internal evaluation;
- develop evaluation methods for various needs;
- draft materials on different evaluation techniques;
- work on developing suitable measuring and evaluation materials;
- write, rewrite and review the requests of the Proof Test; establish the equivalent test forms and administer the Proof Test in the field in a scientific manner, by setting out the criteria on the number of pupils for which it is compulsory to reply to a test request (April 2002);
- computer process the results of the Proof Test;
- establish a national test through reviewing the requests of the proof Test; establish equivalent forms of the national test;
- develop and administer the national test for the following subjects: Albanian language, Turkish language and Mathematics for pupils of grade four of primary school (October 2002)
- process statistical data and at the same time analyze the results of the national test as well as internally announce the results of the first national test in municipalities and in the MEST, but not also for the public; the average achievability was 50% (March 2003):
- train teachers in using the teachers' manual – Evaluation Methods and Techniques (January 2003);
- develop the first draft on standards for the following subjects: Albanian language, Turkish language, Mathematics and Natural sciences for the first level (1);
- organize seminars with the Curriculum Development and Educational Staff Training Unit for secondary school teachers and principals on the new evaluation system (24 June 2002);
- take part in study visits in Finland, where many valuable experiences were gained on the evaluation system (19 May 2002) and study visits in Skopje (September 2002)

#### **6.4 Teaching Resources Unit**

The Teaching Resources Unit is responsible for compiling the publishing plan of text books, announcing job vacancies, contacting and contracting for works with authors and publishing houses for publishing textbooks and other teaching resources, supervise the quality of the published textbooks and other resources as well as for providing recommendations for the Council for Plans and Curricula and Textbooks.

From March 2002 to March 2003 it has:

- assessed the plan for publishing the School Book and gave permission for publishing textbooks for relevant grades and subjects from preschool up to the secondary school level (Gymnasium and Vocational Schools);
- announced an invitation for the development of textbooks for grade nine in October 2002 and has already received the first manuscripts;

- gave permission for publishing other textbooks such as: Albanian language, the Basis of Justice, Information Technology and Mathematics for grade 8 , as well as pedagogical materials for pupils and teachers;
- allowed the imports of some textbooks from Turkey for pupils educated in Turkish language. Beforehand there was a professional evaluation by a professional committee established by the MEST;
- allowed and financed the imports of textbooks from Bosnia and Herzegovina for pupils and teachers of Bosnian minority. The appointed professional committee has already assessed the textbooks and the textbooks will begin to be used soon

## **VII. 7 The General Education Sector**

The General Education Sector represents the administrative educational component of different levels of schooling (0, 1, 2 and 3), but not for vocational education. The main task of this sector is to manage all the administrative works such as: planning and drafting of draft-regulations for the functioning of schools in accordance with the Law on Primary and Secondary Education, identifying the needs, gathering data on schools and suggesting different measures for advancing education in general. The Sector cooperates with the Legal Office, Office of the Inspector, the Coordination Sector, municipalities and with the Information Unit.

### **7.1 Preschool Education Unit**

The Preschool Education Unit is responsible for drafting the strategy and the necessary regulations for inclusion of children in preschool education and for increasing the numbers of the children included, organizing professional monitoring and the monitoring of the conditions in the schooling environment; providing help in organizing and functioning of preschool institutions and promote cooperation of preschool education with the community. In its one year of work the Unit has achieved the following results:

- Prepared the recommendations for a development strategy in the Education in the yearly childhood;
- Drafted a work report and a general comparative analysis of the situation in pre-school and pre-primary education for 2000/2001 and 2001/2002;
- Drafted an annual working plan for 2003;
- Prepared the projects “Setting and equipping the external environment of 35 preschool institutions (for children from 9 months to 6 years) in Kosovo”, “Setting and equipping the external environment of 290 primary schools with preschool departments (5 0- 6 years) in Kosovo”. “Training of educators who deal with children with special needs”;
- Processed the statistical data for preschool and pre-primary education in Kosovo;
- Established the criteria for community based centers;
- Drafted a Regulation on the work of the Council of Parents in preschool institutions;
- Drafted a five year strategic plan for preschool and pre-primary education in Kosovo;
- Established educational policy components for the inclusion of children with special needs in the preschool education;
- Coordination of projects for education of children and women UNICEF and other NGO’s;
- Continuous cooperation with MED and SEO-s;

- Increased numbers of children included in preschool and pre-primary education;
- Provided better quality equipment for preschool institutions and pre-primary departments with didactic materials;
- Drafted administrative guidelines on the organization of work in preschool institutions and pre-primary departments.

#### **7.2 Primary Education Unit**

The Primary Education Unit is responsible for drafting the strategy and the necessary regulations for inclusion of children in preschool education; organizing professional monitoring and the monitoring of the conditions in the school environment; providing help in organizing and functioning of primary schools and promoting cooperation of the schools with the community and with councils of parents.

Being the most important link in the compulsory education chain, in the period 2002/2003 this Unit has:

- Prepared the list of all the primary schools in Kosovo and of the number of pupils from I-VIII grade, as well as the list of all the schools that have become independent and changed their names in 2001/2002 in different municipalities;
- Processed the data on the numbers of pupils and staff that work in primary schools;
- Corrected the lists of teaching staff throughout Kosovo;
- Prepared the work plan for the Unit;
- Drafted draft –proposals;
- Coordinated the activities with other institutions and different NGO's;
- Worked on enlarging the net of friend schools (pilot project) for another 35 schools and increasing the effectiveness of the program, where it is being applied;
- Prepared the work plan for 2003;
- Drafted a paper on the security of pupils in our schools, in cooperation with others within MEST;
- Reviewed different requests raised by different schools and the DKA;
- Held different meetings with a bearing on the work of the unit and on the progress of its processes;
- Reported on the work accomplished;
- All these and other activities have enabled the Unit to consolidate itself and to gather more information which enabled it to directly learn of the situation in primary schools; this has enabled the Unit to act more swiftly in those cases where there was a need for urgent action;
- In a large number of primary schools the Unit established councils of parents – teachers, which have changed the situation in primary schools for the better;
- Enabled transfer of several responsibilities form MEST to some leading Kosovan agencies that help the education system in Kosovo;

#### **7.3 The Lower Secondary Education Unit**

The Lower Secondary Education Unit is responsible for drafting the strategy and the necessary regulations for the inclusion of children in higher secondary education; for organizing enrollment exams together with the Evaluation Unit;

proposing a network of higher secondary schools, organizing the professional monitoring and the monitoring of conditions in the school environment; help in the organization and functioning of higher secondary schools; ensuring adequate inclusion of the staff in schools and promoting cooperation with the community and councils of parents.

During its one year of functioning, the Unit has achieved the following:

- Organized additional classes in the mother tongue and in the language of the country from which Diaspora children come back from;
- Provided for vocational secondary schools with a high number of pupils;
- Planned the vacating and the repair of secondary school student halls in Kosovo;
- Drafted the operational plan for integrating children that have returned from the Diaspora;
- Proposed and helped prepare the Decision for abolition of correspondence examinations; the Decision on allowing the timeframe for examinations for the first grade in “Zenel Hajdini” Gymnasium in Gjilan; the Admin Direction for systemizing the pupils returned from the Diaspora; the Admin Direction for compensating lost classes for the holidays of 28 November and Eid Day; the Admin Direction on holding correspondence exams (third and fourth grade); the Admin Direction on advancing the talented pupils and the Admin Direction on filling out the statistical forms for 2002-2003 school year;
- Processed statistical data for the for 2002-2003 school year;
- Coordinated works for drafting the curricula in education in Turkish language;
- Corrected some teaching subjects in secondary schools and vocational high schools;
- Prepared the technical and procedural aspects for three scholarship grants in Italy and one in Canada- March - April 2003;
- Prepared the UWC grant – April –May 2003;
- Reviewed and complete 33 cases of written submissions;
- Acknowledged 404 certificates – diplomas obtained abroad;
- Verified the authenticity of 120 diplomas;
- Performed the equivalency of 13 high school and faculty diplomas.

#### **7.4 The Special Education Unit**

The Special Education Unit is responsible for planning and implementation of administrative procedures for the organization and functioning of special schools, implementing the professional methodologies for identifying, examining and securing the conditions for inclusion of all pupils with special needs in the special education system. MEST has direct access to special education through the Law on Primary and Secondary Education. It is managed by the Unit Chief who is responsible for the coordination of all the activities in the Unit and who advises the Sector Chief on issues that pertain to the work of the Unit. In its one year of activity, the Unit has worked in three directions:

- Developing the all-inclusive education system;
- Establishing a system of professional services to support the professional development through training teachers before employment and with in-work trainings;

- Improve the education capacity building in AE (inclusion)

### ***Developing the all-inclusive education system***

- In March 2002 MEST / Special Education Service has drafted a strategy for the all-inclusiveness of children with special needs in the compulsory education system;
- The Special Education Service issued directions for opening of 33 new special classes in regular schools;
- The health Advisory Group was established in April 2003 comprised of 5 members from each region. This group has performed the classification of children according to the level of damage;
- The criteria for establishing special classes were drafted;
- In May 2002 there was an allocation of the budget for goods and services and of the capital budget for each municipality where special classes were opened;
- Five regional centers established by the FSDEK provide trainings and seminars on TESA;
- FSDEK (Finnish Support for the Development of Education in Kosovo) has trained the staff of schools in joint classes/JC.

### ***Educational capacity building in all-inclusive education***

- Trainings on all-inclusive education provided for teachers;
- 135 teachers of 25 pilot schools trained (Regular schools – 5 schools per each region);
- 140 school principals and 39 young teachers trained on special education and were given certificates in June 2002. Training was also organized in areas populated by Serbs according to TESA for 150 minority teachers from 10 pilot schools;
- Regional training program conducted according to feedback information and continuous evaluation;
- The evaluation of DSHEGJ training was written according to was written as a study case of the experience of the FSDEK group of members;
- “Elena Gjika” and “Thimi Mitko” primary schools have continued implementing all-inclusive education and have been successful at it;
- Public awareness was raised through seminars, trainings, visits and articles published in various media, radio stations and central and local TV stations;
- The Special Education Unit has worked with education authorities in municipalities in order to understand the importance of joint classes and other issues of the all-inclusive education;
- It was assessed that the awareness and dedication to help children with special needs has risen;

- There was a seminar with around 500 education employees on all-inclusive education;
- The Unit has cooperated and consulted with around 40 NGO's and other educational levels.

#### **Acronyms**

FSDEK.....	Finnish Support for the Development of Education in Kosovo
AC.....	Attached Classes
AE.....	Inclusive Education
MEST.....	Ministry of Education, Science and Technology
PD.....	Professional Development
SEU.....	Special Education Unit
ESN.....	Education for Special Needs
TESA.....	Towards an Effective School for All
TESA B.....	Training for the Albanian Community
TESA C.....	Training for the Serbs and other communities

#### **7.5 Private Education Unit**

The Private Education Unit is responsible for planning and implementing administrative procedures in the organization and functioning of private education, drafting the action plan of the Unit, proposing the necessary documents for licensing of private education in accordance with criteria set earlier. It also maintains and controls the activities in private schools. During a period of one-year work the Unit has:

- Drafted a five year Strategic Plan for private schools;
- Drafted a two year action plan for the Unit;
- Consulted the criteria of other countries for the IPE;
- Prepared the criteria for an Admin Direction on Licensing of IPE in pre-university level;
- Identified the private institutions that currently work without a license in all schooling levels, which MEST considers illegal;
- Offered professional support to establishers and representatives of IPE's;
- Informed those interested on the opening of IPE's through the media;

- Accepted applications for licensing of IPE's of primary, secondary and high level;
- Participated in professional training in Rome-October 2002;
- Drafted reports, information and different memos important for the Unit.

## **VII. 8. Vocational Education Unit**

Represents the administrative and professional component of secondary or higher education, or of the third level. The main task of the Sector is to manage all the administrative works such as: planning and drafting of draft regulations for the functioning of vocational schools in accordance with the Law on Secondary Education; identify the needs, gather the data on schools and proposes different measures for the advancement of vocational education. It also contacts, according to the needs, governmental and non-governmental institutions in order to research the needs of the market economy so that vocational training could be linked to the needs of the market economy in Kosovo. Also, in cooperation with Curriculum Development Sector develops the curricula in accordance with the net of different profiles of vocational education. It cooperates with the Legal Office, the Inspector, the Coordination Sector and with the Information Unit. The Sector has undertaken concrete steps in achieving the objectives and tasks planned for the period March 2002/2003, such as:

- Developing the curricula for the ninth grade – vocational education section (June-September 2002);
- Reform of the teaching process / Training of a large number of teachers of GTZ and Swiss Contact pilot schools – Spring- Autumn 2002 (this process is ongoing);
- An analysis of the situation in vocational schools/ through questionnaires prepared by the Vocational Education Sector (April 2002);
- Drafting the “Statute of pilot vocational schools” (Spring 2002). This work involved the MEST (Vocational Education Sector, the Legal Office, vocational schools), GTZ, Swiss Contact; the document has been prepared in three languages: Albanian, Serbian and English. It was submitted to the Permanent Secretary for signature before it was promulgated;
- Developing the curricula for these vocations: car-mechanic, plumber, electrical installations, tailor, computers, mechanical repairs, car-painting,

repair of domestic appliances, hot and cold technology, bricklayer, carpenter, business-computers-English language, barber (during 2002). These curricula are in modular form, adapted for adult training; should be adjusted for pupils of different school levels.

- Professional certification and standardization, a project that began in 2002 and continues this year too. A joint project between MEST and MLSW, supported by the European Agency, GTZ, Swiss Contact, related to the setting up of joint criteria for certification in vocational schools and adult training centres. The projects envisages the development of a temporary mechanism to ensure standards of required quality, involving the competition of the wide market;
- The Memorandum of Understanding, signed between MEST, MPMS and the European Agency (2002) on the “development of education and vocational training” for chosen fields (electronics, business administration and information technology). The project started in November 2002 and will last for 18 months.
- Developing vocational education in Kosovo – a strategic paper developed by the Vocational Education Sector (November 2002- March 2003). The document is being translated in several languages (it is expected that it will be provided in Albanian, German, Serbian, Turkish, and English) and will then be out for public discussion. It is planned to have a conference with different parties interested in vocational education in Spring 2002. The document contains an overview of how will the vocational schools in Kosovo look in the future;
- A visit of the Partnership Group (September 2002) related to employment in Kosovo. This visit is part of the stability program.
- Initiation of the analysis of the labor market; a visit of the German expert Dr. Dostal related to these issues (October 2002)- a report and a proposal for Kosovo (February 2003);
- A visit of the Partnership Group “Peer Group” (September 2002) related to employment in Kosovo. This project is part of the Stability Pact and aims to improve the situation regarding employment in Kosovo; the same groups is preparing a report and proposals (March 2003) on improving the situation;
- Identifying the priority vocations/ a seminar held with local experts of different fields with the aim of identifying the urgent needs in the Kosovan labor market;

- Training staff on vocational education/ study visits to Germany and Austria organized by GTZ, the Ministry of Education in Vienna, ETF, the Stability Pact, with the aim of permanent training of staff on the field vocational education;
- A visit of the Austrian Ministry of Education to Kosovo/ subject: vocational training in special schools, education in prisons and education in hospitals;
- A visit by the “Vienna Education Board”, implementation of vocational education “Model classes on ecology, gardening and flora, heating techniques and electrical technology”.

### ***Improving the work environment in schools***

- Equipping of workshops in pilot vocational schools: “Shtjefën Gjeçovi” in Prishtina, “Shaban Spahija” in Peja, “Gani Çavdërbasha” in Prizren, “Voskopoja” in Kaçanik, “Nexhmedin Nixha” in Gjakova and so on, has enabled completion of the practical aspects of vocational trainings;
- Teachers’ training in pilot schools on new teaching methodologies has improved the quality of teaching;
- Repair of a number of vocational schools has improved working conditions.

### **VII. 9. Higher Education Sector**

The Higher Education Sector represents the administrative and professional component of higher education. Its main task is to manage all administrative work such as: planning and drafting of draft regulations and admin directions for the functioning of higher education in accordance with the Law on Higher Education; identifying the needs, gathering the data on higher education and proposing different measures for the advancement of higher education. The Sector establishes necessary contacts with governmental and non-governmental institutions in order to research the needs of the market economy so that it can help institutions of higher education and scientific institutions to be linked to the needs of the market economy in Kosovo and outside it. It helps in the planning of the budget for the University and for scientific institutions; helps in financial procedures; prepares the necessary documentation for quality control through external evaluation;

### 9.1 University Unit

Modest results were achieved during one year of activities. These include:

- Drafting the Law on Higher Education, adopted by the Assembly of Kosovo in September and November 2002, but not signed and promulgated by the SRSG of the UN (the fact that this Law was not promulgated is posing a huge obstruction in the implementation of the planned University activities);
- Identifying the fact that the University of Prishtina functions with a Statute that provides for temporary executive powers;
- Drafting the Strategic Plan for the development of higher education, 2003-2007;
- Drafting an action plan for the 2002/2003 academic year;
- Establishing the criteria and proposals for issuing admin directions for the financial participation of students towards their higher education fees;
- Creating a secure environment for all students and academic and administrative staff by developing their skills and capabilities with the aim of improving the quality of teaching and learning as well as improving the quality of scientific research;
- Establishing a system for securing quality in higher education – establishing the Accrediting Agency;
- Internationalization of the IHE through cooperation with IHE in the region, Europe and worldwide, such as seminars organized by UNESCO/CEPES – October 2002 in Kluzhna Opaka, Rumania, for financial management in HE, November 2002 in Budapest; Quality assurance in teaching and learning in HE, December 2002 in Bonn, Germany and in February 2003 in London, seminars that will continue in 2003;
- Student participation towards paying their University fees through the public financial system, means that will be destined for the adult University in order to increase the quality of teaching and learning (by allowing for pay raises for teachers and grants for distinct students), and to help those students that are disabled as a result of the recent war, or have other

disabilities and those that are on income support, as well as to provide for student activities and equip faculties with teaching resources;

- Further advancement of the reforms in the University of Prishtina according to European standards. There are currently five on-gong projects financed by the TEMPUS program in the amount of **881, 795 Euros** for the following activities: Business administration, University links with the Industry, Teachers training, Quality assurance in education as well as central Information Administration;
- In 2002/2003 all the new curricula prepared according to the Bologna declaration will be finalized (3+2+3 or 4+1+3 years). Despite the faculty of medicine, all other faculties are working with the guidelines of the Bologna declaration and all exams taken in 2002/2003 academic year will be evaluated based on ECTS;
- Drafting of various projects as well as the their application in programs, such as: TEMPUS, CEPUS, as well as participation in activities organized by UNESCO- CEPES;
- The support for the establishment of the American University in Prishtina has been secured;
- Drafting a strategy for the advancement of research activities and technology, as well as capacity building in the Academy and in the Institutions within the framework of the activities of the Academy and the Prishtina University. Support given to the seminar on the Albanian Language organized in August 2002;
- Proper strategy of the institutions for cooperation in research activities with the industry so that the benefits are mutual;
- Opening of the central laboratory financed by the German government, which will serve for the purposes of practical work of the students and also for profit making activities, and prove the links of the University to the industry and the economy. Activities conducted in this lab will serve as an example to other IHE which will raise the awareness within the University on the role of the industry and the economy in financing IHE's, and will also contribute to increasing the quality of work in various enterprises through services offered by University experts;
- Installing in all Faculties the computer software for gathering and processing the data on teaching and administrative staff;

- Cooperation with governmental and non-governmental organizations in increasing the funds for implementing various activities of the Higher Education Sector, i.e. cooperation with Kosovo Education Center, the British Council, the US Office, the UNDP and so on; for example in organizing the Conference on the Establishment of the Accrediting Agency that will be held on 9 and 10 May 2003, as well as on drafting the standardized psycho-metric test for the enrolment of students in some UP departments;
- On the request of MEST, the Auditing Unit of the Ministry of Economy and Finance is performing a financial audit in the University of Mitrovica;
- A detailed report has been drafted on the work of the University of Mitrovica and on the employees' list of this University, which is suspected of many manipulations.

#### 9.2 The Academy and the Institutes

The activities of the Kosovo Academy of Sciences and Arts in the past year was concentrated on:

##### *Publishing activities*

- 9 new titles were published in different sciences and arts (I. Ajeti "Works 5", S. Riza "Works 3", M/ Dushi "Trepça- the Integral Technical and Technological System", R. Dhomi "Arias from Operas and Solo Songs", H. Gashi "Kosovo, Strategy and Development" Sh. Braho "Pedology"
- Kosovan artists, magazine, Studies 18-9 and "Research" Magazine 10;

##### *Scientific projects*

These are long-term plans of the Academy. The largest project is the Albanian Encyclopedia, a joint project of the Kosovan Academy and the Academy of Sciences of Albania.

- Work has been finalized on another joint project between these two academies "QA dictionary of the names of plants". It will be out of print soon. Also in final phases are the following projects: "Issues of the standardization of the Albanian language and terminology", "The Dictionary of IT Terms", "The Dictionary of Music Terms" etc.

- Scientific seminars and artistic activities of the Academy;
- A joint conference of our two academies was held on the subject of “The Standard Albanian Language”, with the participation of four of our academics (I. Ajeti, B. Bokshi, R. Ismaili and R. Qosja);
- The 100<sup>th</sup> anniversary of the death of Jeronim de Rada was marked in Prishtina and Tirana;
- A joint exhibition of Academy members organized in Prishtina (I. Kodra, M. Mulliqi, A. Çavdarbasha, Gj. Gjokaj, R. Ferri and T. Emra)
- The retrospective exhibition of the painter Tahir Emra;
- Lectures given by external members of the Academy.

#### *The international cooperation of the Academy*

Inter-academic international cooperation was another interest of the Academy. Despite the continuing cooperation with the Albanian Academy, the Kosovan Academy has had contacts and concrete cooperation with European Academy of Science and Arts, with the Royal Belgian and Flemish Academy of Science and Arts, and also with other academies, with which it is soon expected to sign agreements of cooperation.

#### ***The Institute of History***

The Ministry of Education, Science and Technology has paid special attention in this period to scientific institutes by stimulating their activities and by providing concrete support for many scientific research activities and artistic activities. During this period, the Institute of History has carried out activities in these fields:

#### *Scientific activities*

- Drafted the scientific project “**THE HISTORY OF KOSOVO**”;

- In this year the Institute cooperated with Institute of History in Tirana, Albania in realizing the project **“THE HISTORY OF THE ALBANIAN NATION”**
- Institute and its employees have contributed with a large fund of words for **“THE ALBANIAN ENCYCLOPEDIA”**;
- Institute employees were part of the expert group for drafting the curricula for history for all levels of pre-university education;
- Institute employees also realized other specific scientific projects;

#### *Scientific seminars*

- A commemorative academy held on the occasion of the 100<sup>th</sup> anniversary of the assassination of the patriot Haxhi Zeka;
- 35 years of the existence of the Institute of History marked on 14 May 2002;
- On 27 June 2002, a scientific seminar held on the 55<sup>th</sup> anniversary of the Albanian National Democratic Council;
- On 22 November, a scientific session held on the 90<sup>th</sup> anniversary of the Declaration of Independence of the Albanian State;
- Establishment of the Organizing Council for marking the 125<sup>th</sup> anniversary of the Albanian League of Prizren.

#### *Publishing activities*

- The Institute has prepared the publication of the scientific magazine **“Kosova”**, Nr. 22-23;
- Prepared the historical and political magazine **“Kosova”**, Nr. 9, in English and Albanian;
- Prepared the study paper **“Historical documents on the massive anti-Ottoman uprisings 1910-1912”**

### ***Institute of Albanology***

During the 2002-2003 period, the scientific staff of the Institute of Albanology in Prishtina worked in realizing 36 scientific research projects. During this period the scientific staff of the Institute of Albanology published a large number of articles in scientific magazines in Kosovo and abroad. They also took part in many scientific seminars organized by scientific institutes here in Kosovo, Albania and abroad. Three of the scientists in the field of Folklore took part in study visits in USA, Finland and Austria.

In cooperation with institutes in Albania, the Institute of Albanology organized three scientific exhibitions, exhibiting many important material culture artifacts from the field of folklore and ethnology and organized gatherings on dialectology, lexicography and onomastics. There were field trips to the region of Has in Albania, and in the surrounding areas of Kaçanik and Ferizaj. In this period, the Institute published “Albanological research” magazine, Nos. 28, 29 of the three series, and Nr. 30 titled “Folklore and ethnology” as well as two numbers of the “Albanian Language” magazine. The Albanology Institute is not subject to MEST rules as regards the structure of the managing bodies of the Institute.

### ***National and University Library of Kosova***

During this period, MEST paid a special attention to the functional and managerial aspect of NULK because, as it is well-known, it is faced with problems resulting from very poor management in the past, which brought NULK almost to collapse. On 30 August 2002, MEST appointed an Executive Board of the NULK, which took over all management responsibilities.

The Board approved a proposal offered by the US Office in Prishtina for providing an expert from the US to serve as a director with expenses covered by the abovementioned Office. His role was to represent the Executive Board in the daily administration of the Library operation and also monitor and assist the internal organization of the Library at the same time enhancing the international cooperation.

Ph.D. Kenneth Oberemt took over the responsibility of the provisional Director on 14 October 2002 and his mandate expired on 11 March 2003. Afterwards he continued working as Senior Adviser with the Ministry of Education, Science and Technology for the development of the Library offering his assistance to the Kosovan Director of the Library and contributing to the long-term development strategy of the NULK.

During this period of time, a plan for the organization of a series of events called “The Week of the Kosovan Library” was designed, which corresponds with American National Week of Library. This was believed to be a good form to encourage and establish cooperation that would serve as a strong link between the public and the Library on one side and also help for further development of NULK on the other.

Because of the misuse of financial means, the Executive Board required from the MEST to perform an auditing of financial means. The auditing started on 24 October 2002 and the due examination relating to the lack of transparency of financial transactions and other irregularities concerning the salaries of the staff took place/was conducted. The Auditing Unit of the Ministry of Economy and Finances is performing another auditing.

The Board recommended to the Minister of Education the construction of a building within the University premises/set of buildings as the future headquarters/ head office of the new Central Library of the Prishtina University when, according to the Law on Libraries, the time will come that NULK will be established as the National Library of Kosova.

The Board, in conformity with the MEST procedures, proposed PhD Sali Bashota for the appointment as a Director of the Library on January 2003. A wide range of measures concerned with the principles of reorganization of the NULK was approved.

The first positive effects at the level of internal and external functioning are already obvious and the same goes for the restoration of the internal space, provision of the books, which because of various reasons went missing, maintenance of the external environment etc.

### ***Student's Center***

Student's Center at July 2002 was in a very poor condition both at the organization and functional level of its services as well as regarding the financial aspect/side. The Center suffered a great financial fall, while 240 employees did not receive for months their already low salaries (in average 100 Euros). Services, be it lodging, provision of the food, technical maintenance or accountancy services were completely ruined. The amount of the deficit of the Student's Center of the University of Prishtina in 2002 was 300.000 Euros, which were identified as debts to various providers of services and loss or disappearance of the means occurred in the accommodation (lodging) sector. According to the auditing financial report of the former CFA, by the time the Student's Center was managed by international administrator, Paul Mulholmm, there was no financial coverage for 138.000 Euros.

During the last year, there in the Student's Center, very bad conditions were prevailing. The level of untidiness was very high. There was no heating in the accommodation section, while students even could not dream of having a shower. Due to the lack of the central heating, students used various heating devices consuming electric energy that caused a great damage to electricity installations in all dormitories and a great many number of injuries among the students, especially in the girl's dormitories. Student's rooms were not painted for longer than 15 years, their beds were old-fashioned with low quality mattresses (donated), student' food was very poor and there was no basic hygienic

conditions at the student's restaurants and other equipments were to a great extent damaged.

As an example, let us mention the fact that more than 90 % of the staff working with the Student's Center was not qualified and such a staff received no training and within the whole complex there was not a single person able to use computer (strange enough, in the Center there was no computer and typewriters were used throughout all the sectors of the Student's Center).

Because of the poor management of the Center, MEST, on 15 July 2002, appointed the new Director of the Student's Center, Mr. Nazmi Halimi.

### **Outcomes of the work**

- A regular of all the dormitories has been provided, including the sewage, rooms etc. The old station of the local heating was maintained as well as the hot water for shower was obtained, which was provided as a result of the activity performed on heir own separately from the Town Central Heating System. Therefore, Student's Center managed to provide all the dormitories with heating and hot water for shower for the (during) winter season.
- European Agency for Reconstruction assisted in a new Heating Station.
- It has been maintained a very difficult financial situation and only during the period of October – November months 2002 expenses have been covered and the debits were paid. The monthly payment for accommodation and food per student is 70 Euros.
- There are two financial sources the Student's Center is financed by: student's payments and Kosova Consolidated Budget.
- The Center is a small user of the Kosova Consolidated Budget, because per anum it uses no more than 700.000 Euros, while 70 % of the means it provides from its own financial means.
- From February 2002, proposed by MEST, the Directorate of the Center came to the decision that students be provided with their breakfast, being this practice of having three rations per day for the first time introduced since the Center exists without changing the price amounting to 70 Euros per student.
- Efficient measures in the food section have been taken, where all the kitchen facilities were surrendered operational and a higher level of the tidiness has been achieved at the same time introducing an improved manner of the consumption of the food, being at present much richer as a food quality accompanied by a high professional service.
- From October of the past year there were no complaints noticed on the part of the students concerning the heating and food conditions or relating to other problems.
- At present, at the Student's Center is being introduced the project of furnishing all the dormitories, financed the Ministry of Education, Science and Technology.

### **VII. 10. Communities and Gender Division**

It is responsible for implementation of the MEST's policy relating to the education of the minorities, planning of the measures, organization and implementation of concrete projects concerning the inclusion of communities and gender aspect into the course of regular education fully enjoying their equal rights they are entitled to. In this respect, in spite of administrative measures taken, apart from the Serb community, considerable results have been marked, and since this dimension is considered falls under reserved powers, there are still difficult aspects to deal with.

A result of one year activity of this sector, the following results have been achieved:

- provision of a qualitative education at all levels conducted in native languages of the communities living in Kosova, including the higher education, (the Serbs, Bosniacs, Turks, Croats, Roma, Ashkali and Egyptians);
- Integration of all communities, that respect ethnic diversity, and creation, through the education, a multiethnic society;

- Offering equal opportunities to the education both to boys and girls as well as the protection of women's rights in all areas of the societal, cultural, and political life;
- Establishment of Business College in Peja, where 40 students of Bosniac nationality pursue their studies. This is the first high education level institution for Bosniacs and it represents a very important stage of education Bosniacs at the high level;
- Accomplishment of the project Beginners (Pocetnice), the first textbook in Bosnian language for pupils of the first grade of the elementary level. The textbook (1.000 Copies) was financed by the Ministry of Education, Science and Technology and it was distributed free of charge to all the pupils of the first grade of the elementary school in Bosnian language. This is both a great assistance and support to all the pupils, their Bosnian teachers and parents in Kosova.
- Development for the curricula for the IX grade in Serbian, Turkish and Bosniac language. This is the first time that communities were enabled to be included in the development of the curricula, where they participate in the reforming process and preserve their linguistic, cultural and religious identity. Each community has its own needs and specific features, which constitute the diversity of a society that contribute in the maintenance and development of the cultural wealth and traditional values;
- For the first time a competition was published regarding the drafting/designing of the textbooks in Bosniac and Turkish language dedicated to the IX grade. The competition covers the following subjects: Mother/Native tongue and Literature, History, Musical Culture and Figurative Art;
- The support of a ten-day project for training of the teachers of Turkish language concerning the implementation of the modern methodology of the natural sciences. The project was carried out in cooperation with the Turkish Office in Prishtina.
- It has been prepared and it is submitted to the printing house the curricula dedicated to the IX grade teaching in Turkish and Bosniac language. It will help teachers in the process of teaching with their pupils in the field of curricula and literature;
- It was approved and at present is going through an implementation stage the project for the provision of the elementary school textbooks in Bosniac language. Due to the fact that there are no textbooks for the pupils, the Ministry accepted the budget amounting to 120.000 Euros dedicated to this project. Pupils will be using these textbooks until a common teaching curricula and designing of the textbooks based on this curricula will be produced.

In spite of all the efforts made by Kosovan institutions and international community, the Serbs refuse any integration did not include in the education system of Kosova.

- The ministry regularly published vacancy announcements relating to the employment of directors and officials in our dailies in Serbian language in the Serb environment. A small number of the interested parties respond. Let us just take an example and say that for the position of directors applied only 17 candidates for ten vacant positions;

- The transport from the school to the home and vice versa has been organized and concerning such needs 20 buses were obtained on the part of UNDP covering 13 municipalities. Until the end of 2002 such buses were escorted by the KFOR. At present, the transport takes places without escort;
  - The section is included in the process of negotiations on elimination of parallel structures and in this respect the talks are going on;
  - The Sector maintains the contact with various schools and, in order to help them, it is concerned with their needs and problems. In this respect, the Ministry has undertaken positive steps;
- A special attention is paid towards the increasing of educational standards of Roma, Ashkali and Egyptian communities, which are faced with a particularly low level of education and a partial/incomplete inclusion of the population in the education process. Concerning this situation, the following steps have been undertaken:
- In cooperation with the NGO “Save the Children”, Catch -up classes have been established in Peja, Gjakova and Shtimje Municipality. In this project are included children of the age from 9 to 17 years, who due to certain reasons could not follow their schooling. 275 children were included in this project. The projects aim inclusion of such pupils to a later stage in the regular teaching process.
  - Summer School in Vushtri and Leposavic, 2 and 6 months duration, in total included 65 pupils. At present, all the pupils are included in the regular teaching process.
  - A six months project, monitored by the Ministry, taking place in Prizren and Ferizaj was financed by IRC. 382 pupils, who finished their courses, were included in such a project and it is expected that the project will continue six months more. The participants will be issued certificates for successfully finished courses.
  - The MEST issued certificates to 113 pupils in the Gjakova and Vushtri Municipality.
  - The Sector is working on the implementation of the projects on gender equality. The project “Gender equality, human rights and democracy in education” was carried out and 38 participants received their diplomas. The objective is to provide all pupils with education as well as to support the women in their further schooling. This will help them in their participation in building a civil society.
  - Implementation of the project “The inclusion of gender issues in the new Kosovar curricula”.

## **VII. 11. The Section on Coordination with Municipalities**

It is the main point for institutional coordination and communication with municipalities and parent’s community. It is responsible for planning, organization, coordination and implementation of MEST’s policy in relation to the municipalities, Parent’s Councils all the time bearing in mind avoidance of double competencies between the two institutions of importance to the welfare of the educational process. Although it is the youngest Section in the MEST, it has been faced with delicate activities and showed considerable results in the following activities, such as:

- Successful organization of interviews for the selection of the directors of the middle and elementary schools;
- Selection of directors, that took place after the vacancy announcements were published based on the Law on Elementary and Middle Schools and Administrative Instruction dated 16 November 2002;
- For the position of the director in 75 five middle schools, without Serbian schools, 255 candidates have applied. When the process of short listed candidates was finished, 140 candidates have been interviewed and 44 directors of middle schools were selected, 17 of them being chosen for the first time and 27 directors were reelected. Among them, there are 5 women directors selected. The promotion of the middle school directors and contract signing has taken place on 30 January 2003;
- For the position of the directors in 494 elementary schools (without Serbian schools), have applied 1008 candidates. 92 new directors were selected and 146 directors were reelected;
- The whole selection and appointment procedure of the directors of Elementary, Secondary and Special Schools is based on the Law on Elementary and Secondary Education as well as on the MEST Administrative Instruction (I) 19/2002 dated 12 November 2002. Initially, an action strategy was drafted, including both the establishment of the agenda and of the committees. The Committees for the selection of Directors, in each municipality, were composed of three members (the Municipal Director of Education, Senior Officer of Education and a MEST Representative as a Chairman of the Committee) supported by two advising members (a parent coming from the Parent's Council and a teacher, as a school representative);
- For the position of the Director at 6 Special Schools in Kosova have applied 7 candidates and Directors of two Special Schools were selected, one of them a lady/female;
- Because of the lack of sufficient number of candidates applying in the competition and aiming to meet the requirements of the law and always bearing in mind the strict adherence to the regularity of the procedure, Committees composed of one MEST Representative, Senior Official of Education for the relevant and one Representative of the Special School Service had decided to repeat the vacancy announcement for four schools of Special Education;
- The main reason why the vacancy announcements were repeated was the lack of counter candidates. Whenever for a position applied only one candidate, MEST decided that the vacancy announcement be repeated. By sticking to this rules, it was aimed at the observance and implementation of the law and a competition consisting on as much as possible candidates;
- From time to time, in spite of the sufficient number of candidates applying for the position of the director at certain schools, due to several irregularities, MEST decided to repeat the vacancy announcements;
- There are cases when because of dissatisfaction with the answers given to professional questions, the Committee, by a unanimous decision, required that the vacancy announcement be repeated/ re-advertised for the position of the Director at certain schools;

- The vacancy announcements were repeated in the cases when conflict of interests were established;
- The basic criteria applied in short-listing procedures of the candidates applying for the position of the director, at any particular school, were the scores resulting from their professional qualifications, such as their experience in teaching process and administrative or managerial experience;
- Interview results, focused on the administrative/managerial skills, pedagogic knowledge, organizational and communicative skills were the fundamental criteria for the selection of Directors of Elementary and Secondary Schools in Kosova.

### **VII. 12. Infrastructure Division**

The MEST has a great many number of school premises and wealthy infrastructure. The infrastructure division is responsible for the assessment of the needs of the school space, planning and coordination of projects concerning the improvement of the school premises and infrastructure of the school premises, inspection and management of realization of the infrastructure projects in line with construction, financial and procurement projects. It also issues provisions for the manner of maintenance of premises and other school infrastructure.

During 2002, the Infrastructure Division has managed with the following programs:

- Schools under construction carried out by donators;
- Maintenance program;
- Projects from the capital budget distributed into regions;
- School transport projects; and
- Drafting of a list for prioritized schools.

The number of the schools under construction carried out by donators has considerably decreased. The main donators during 2002 were USAID and IDB.

Number of the schools that were under construction during 2002 is about 60. During this period of time, MEST has compiled the list of these schools, a list clearly showing the type of the work carried out. This implies construction, renovation, extension, water issue and sewage.

#### **The table showing international NGO involved in construction activities during 2002**

<b>Organization</b>	<b>No.of Schools</b>	<b>New Construction</b>	<b>Maintenance</b>	<b>Annex</b>
USAID	19	1	17	1
IDB	16	16		
ADRA	6	6		
SDC	3	3		
Save the Child.	3	3		
DRC	1	1		
GTZ	7		7	
SCA	1	1		
PU	1	1		
CDF	3	3		

In total	60	35	24	1
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*Note:* There exists the possibility of exclusion of some organizations due to the lack of data.

There is the need to lay the stress on the UNICEF program, that during this year was focused on water and sewage maintenance of several schools, especially on the schools where minorities are included.

The table showing the schools that received approval on the part of the Ministry concerning activities to be performed on water and sewage system.

No.	Municipality	Village/Town	Name of the School	No. of pupils	Ethnicity
1	Lipjan	Gadime	Zenel Hajdini	1182	Albanians and Ashkali
2	Lipjan	Dobrotin	Knez Lazar	100	Serbs
3	Kamenica	Kamenica	Desanka Maksimovic	250	Serbs
4	Kamenica	Ropotov	Trajko Peric	188	Serbs
5	Lipjan	Gornja Gusterica	Knez Lazar	50	Serbs
6	Lipjan	Livadje	Knez Lazar	43	Serbs

### ***The Likoc School***

For construction of this school, the means were provided from Brunei Darussalam and Mercy USA prior to 2002, but such means were not sufficient and therefore MEST participated. During 2002, a year during which works on this project got finished, MEST allocated financial means for equipments, inventory of this school in order that the premises be put in use.

### ***Maintenance***

This program was designed by the Infrastructure Division assisted by SDC Switzerland governmental organization. It involves the maintenance of all the school premises in Kosova. SDC and Infrastructure Division developed this program of maintenance of schools in Kosova. MEST and SDC should further continue with works in carrying out this program.

### **Projects from capital budget**

It is clear that donors cannot bear the main burden concerning the further construction and maintenance and this is the reason why MEST has taken the initiative to use Kosova budget in school maintenance. Such financial means of this budget have been allocated to

municipalities based on priority needs. The number of the premises on which the investments have been made is 67.

- ❑ During 2002 were allocated financial means dedicated to some special municipality programs. Here is included Prishtina region with 8 school premises, Prizren region with 2 school premises and Mitrovica region with 4 school premises.
- ❑ The MEST, in cooperation with municipal education directorates every year creates the list of priority schools in need of renovation and maintenance. Through this list are established priorities and then are considered the possibilities concerning the necessary involvement.
- ❑ It is a fund that may be used for school maintenance. During 2002, financial means from Trust Fund were allocated to Secondary School of education conducted in Serbian language in the Shterpce Municipality, since the school was burnt.
- ❑ MEST, on 6 March 2003, proposed to Prishtina Municipal Assembly the Detailed Urban Plan regarding the construction of ASA of Kosova, premises for MEST and Faculty of Education. Only after talks have been conducted with all the entities regarding the space where to locate abovementioned the premises, it resulted the common opinion that the proposal on their location is not in breach with main urban principles and the such a space was designed and it is intended for the education and scientific institutions. ASA of Kosova is anticipated to be about 2.500 square meters, MEST about 4.000 square meters and FE to be about 2.500 square meters. The height of the three buildings is proposed to be as the following: Ground Floor, the Basement + 3 Floors.

### **VII. 13. Technical Support Division**

This Division is responsible for planning, organization, coordination and implementation of the technical support plan, provision of computer network, internet, telephone net, provision of the logistic service and internal supply of MEST.

In this Division, in line with work units, satisfactory results have been achieved:

#### **Informative Technology Unit**

- ❑ This Unit has installed all the informative technology equipments that was bought and distributed to MEST staff; and
- ❑ It has taken care and maintained the MEST informative technology equipments.

#### **Supply Unit**

- ❑ During this period of time, this Unit has performed all the preparations relating to establishment of working conditions to personnel employed with MEST;
- ❑ The related service has supplied the MEST with expandable supplies and inventory;

- ❑ The related Service, in cooperation with other services of this Division, has made the inventory of the inventory items of MEST;
- ❑ It assisted the Procurement Division in carrying out the purchase process in line with the requests made by the managers of Departments and Divisions;
- ❑ It produced a database, where all the data concerning the distribution of expandable and other items are maintained.

**Transport Unit**

This Unit has prepared the form that serves as the basis on which the requests for the use of MEST vehicles were made;

It provided the transport of minorities teachers on several occasions when Seminars were organized;

It issued administrative instructions on establishment of MEST policies and procedures on the manner the vehicles should be used in the MEST administration;

It performed the transport of the MEST staff in line with daily requirements;

It entered vehicle maintenance contracts as well as fuel supply contracts; and

It has provided the transportation of minorities from their homes to their schools, financed by UNOPS and financially supported by MEST.

**Logistics Service**

In order to avoid problems relating to the elevators, heating, air conditioning and smoking alarming systems, this Service monitored and inspected all the MEST workplace space;

It performed the inspection of all the equipments, system and signals against the fire. In order to have all the equipments operational and maintained, this was performed aiming at the fulfillment of MEST security standards;

It followed up and monitored all the works performed on the MEST premises; and

It has supported various activities and seminars organized by MEST ore to MEST.

## **IX. OBSTACLES**

During its one year period of work, MEST faced with various types of obstacles, which hindered the performance of planned objectives for related period of time. The main obstacles, the MEST was faced during this period of time, may be summarized as following:

### ***The lack of needed legal infrastructure***

The fact that the Law on Higher Education was not signed caused unpredicted consequences to the development of higher education in Kosovo. As a result of this, the activities performed by Higher Education level involved a state accompanied by a spirit of lawless and activities performed out of the spirit of system and education institutions. As a consequence of such a state, the communication and measure taking with regard to the improvement of conditions were hindered.

The lack of sufficient number of regulations and administrative instructions, as a regulating dimension of the activities in need to be performed in the field of education taking place in a context of dynamic developments and MEST insufficient number of experts in the field of legislation represents another obstacle in respect of education developments.

### ***Insufficient budget***

Due to the small budget, a symbolic salary paid to the existing education employees, resulted in wearing down of the qualified staff and considerable difficulties arose in identifying and employing qualified, experienced and skilled staff successfully dealing with professional assignments at the level of central administration as well as the education system in its entirety. As a result of this situation, strikes on the part of education employees were organized on October 2002 and new developments in this regard are being reported, because the grave financial situation has decreased the motivation for a successful performance at the same time hindering the implementation of reforms we are striving at as a society. Also, as a result of the lack of financial means, a great many number of vital projects for implementation of already initiated reforms in education are at the mercy of international donors, a fact that is making difficult the timely accomplishment of the MEST objectives.

Having in mind the fact that many international donors have already either reduced or interrupted entirely their activity and the fact that such projects were planned to be carried out by abovementioned donors, it becomes clearly evident that the activity has become very difficult to perform.

Many donors have performed a considerable work, but not sufficient as far as the complete functioning of institutions is concerned. This becomes clear bearing in mind the fact that a great many number of school premises are in need of repair, reconstruction, maintenance. Above all, there is the need of constructing new school facilities. Without the donor's help, such objectives could hardly be

achieved.

### ***The circulation of the population and qualification of the education personnel***

After the war, a massive movement of the population coming from rural areas to urban areas occurred and this made the work of the town schools difficult due to the lack of space. On the other hand, rural schools, ruined by the war, were financed, whereas the difficulties of education process in towns were not addressed. As a result of that, the level of the performance at huge urban centers was low, let us take the example of Prishtina (the national test showed that the performance is 55% or, at the Kosova level, its rank is only 7).

As a result of the frequent movements of population and the lack strategic plan of action on the part of agencies dealing with the qualification of the teachers, the teacher's and other personnel qualification became difficult and just a sporadic inclusion of teachers in trainings was established and in most cases such teachers showed to be not efficient in their school teaching process. The implementation of new teaching methods became difficult due to the lack of adequate school equipments concerning the education tools and information technology.

#### **Information**

In Kosova, at present, there is no real and professional information of the public opinion on the activity of education institutions. The information system is in the process of its professional establishment and at the same time under the sensationalistic daily developments, accompanied by the negative effects at the psychological and awareness level of the public opinion in its relation with the information served otherwise intended to enslave it with daily sensationalistic effects and, as a result of that, degradation of an authentic communication on the real in the process of communication between public and state institutions. Public information media scarcely informed the public about the valuable activities performed by education institutions, whereas it became difficult to work normally without being disturbed by journalist and their demands regarding excessive cases, not to mention the distortion of the actual state of affairs, depending on their biased approach resulting from their and from some other media political preferences against the MEST.

**Continuity**

The MEST, at the time of its establishment on 4 March 2002, accepted to take the responsibilities from the DASH, the joint managing structure of the system of education by internationals (UNMIK) and locals in principle embracing the approach to continue all the programs and projects initiated by DASH. In line with this, the MEST was led by a policy sticking to principle in its continuation of all the programs and projects towards the deepening of the implementation of the initiated reforms in the education system. As a result of this, many programs and projects were finished during the last year, a number of them are being implemented and will be further supported by the MEST until their successful completion. On the other hand, many projects are pending to start in 2003 in order to continue further the accomplishment of the objectives planned by the MEST. This is both a professional and pragmatic approach applied by the MEST to carry out its credo of "Promotion and implementation of the idea for better education to all in Kosova, always based on the needs of the Kosovan society and its individuals". The MEST activity is further going on with an accelerated working rhythm towards the future.

Prishtina,  
10 April 2003