



Child Friendly School Initiative Project, Kosovo

Evaluation Report

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Details

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Abbreviations

CFS	Child Friendly School
CI	Care International
CRS	Catholic Relief Service
DOES	Department of Education and Science
ECE	Early Childhood Education
EMIS	Education Management Information System
END	End Decade Report
FOC	Friends of Children
KEC	Kosovo Education Centre
KEDP	
KFW	Kosovo Forum of Women
MED	Municipal Education Directorate
MESP	Ministry of Environment and Spatial Planning
MEST	Ministry of Education, Science and Technology
MOH	Ministry of Health
NGO	Non Governmental Organisation
NKCF	New Kosovo Curriculum Framework
NTF	National Task Force
PISG	Provisional Institution of Self-Governance
PLA	Participatory Learning and Action
PTA	Parent Teacher Association
PTC	Parent Teacher Council
RAE	Roma, Ashkalija, Egyptian
REO	Regional Education Office
RTF	Regional Task Force
RWCT	Reading and Writing for Critical Thinking
SC	Student Council
SEO	Senior Education Officer (municipal level)
STEP	'Sharing Responsibility Towards Education Progress in Kosovo Project'
UNICEF	United Nations Children's Fund
WV	World Vision

List of Definitions

Activities

Actions that have to be taken to produce results.

Aim

A longer term goal or intention.

Community Consultation

A process through which a cross section of members of a community are actively involved in problem analysis, needs identification, and setting priorities, including disadvantaged or marginalised groups and parents of children who currently do not attend school.

Cost

Translation into financial terms of all the identified resources (means, inputs).

Decentralization

The transfer of the responsibility for planning, management, resource raising and allocation from the central government to subordinate governmental units or non-governmental bodies. The degree of transfer of authority may vary (see deconcentration, delegation, and devolution).

Deconcentration

The handing over of some amount of administrative authority to lower levels of the system and a shifting of the central level workload to staff or offices outside the national capital or centre.

Delegation

Transfer of managerial responsibility for specific functions to organizations outside the administrative structure. Ultimate responsibility remains with the sovereign authority.

Devolution

Creation or strengthening of sub-national units of government, the activities of which are substantially outside the direct control of the central government. Local units of government are autonomous and independent, and their legal status makes them separate or distinct from the central government.

Effectiveness

Measures the degree of attainment of educational objectives. These are absolute measures of results (increase in test scores), of processes (average daily attendance), or of ultimate outcomes (community service, achievements of graduates).

Efficiency

Measures the ratio of effectiveness to cost (cost per instructional unit) of benefits to cost (value of outcomes such as earnings), relative to the cost of the educational investment.

Equality (equity)

Fairness of distribution of education opportunities.

Evaluation

A periodic assessment of the efficiency, effectiveness, impact, sustainability and relevance of a project in the context of stated objectives. It is usually undertaken as an independent examination of the background, objectives, results, activities and means deployed, with a view to drawing lessons that may guide future decision-making.

External environment

The complex set of political, economic, technical, social and cultural factors that influences the educational system.

Feasibility

Addresses whether objectives can be really achieved.

Function

A coherent set of activities or tasks organised to satisfy an identified 'need' that the organisation must perform in order to accomplish its mandate (mission).

Impact

The effect of the project on its wider environment.

Internal environment

Refers to the relations with those actors that the organisation (or sector) is ultimately dealing with (teachers, parents, pupils).

Means

All the (physical and non-physical) resources that are necessary to carry out the activities of the strategic plans i.e., all resources necessary for generating the results and services of the organisation.

Monitoring

The systematic and continuous collecting, analysis and using of information for the purpose of management and decision-making.

Objective

Description of the aim of a plan or a programme indicating who will benefit.

Plan

A series of activities with set objectives, designed to produce specific results within a limited time frame.

Problem Analysis

To identify negative aspects of an existing situation and to establish the 'cause and effect' relationships between the problems that exist.

Problem Tree

A diagram representing a comprehensive picture of the existing negative situation.

Purpose

The central objective of the project addressing the core problem.

Recurrent costs

Costs for operation and maintenance that will continue to be incurred after the implementation period of the project.

Relevance

The extent to which the results and services match the needs/demands of the target group. To what extent is the target group satisfied with the products and services delivered.

Results

All materials and immaterial products and services delivered by the organisation to its various target groups (clients or customers).

Sector

Any part of the economy that has sufficient characteristics in common that it can be distinguished from other parts for analytic and policy purposes.

Sector Analysis

A comprehensive investigation, summarising the state or condition of the sector, an assessment of the success of programmes in meeting their goals and the identification of sector needs and the constraints and opportunities for system improvement.

Stakeholder

Anyone who benefits from and / or has an interest in education is a stakeholder of the education system.

Strategy

The way the mission of an organisation (school, REO, MED, MEST) is translated into concrete, realistic and acceptable objectives and approaches i.e., results and activities (within the available means).

Stakeholders

Any individual, group of people, institutions or firms that may have a relationship with the project / programme.

Task

An activity which forms part of the job.

Work plan

The schedule that sets out the activities and resources necessary to achieve a project's results and purpose.

Executive Summary

Since 2001, UNICEF supports the creation of schools that are effective (child-centred, interactive learning), healthy, protective (inclusion of all children, including children with special needs), and with an active involvement of parents and communities in school. Implementation of activities that create such Child Friendly Schools (CFS) has been the responsibility of seven implementing partners (NGO). They each have supported a number of schools in introducing or strengthening one or two components of the entire CFS concept. Project activities included training of school directors and teachers, creation of partnerships to increase participation in educational planning and management, creation of classes for children with special needs in primary schools, and creation of multi-ethnic schools.

An evaluation of the Child Friendly School Initiative pilot project took place in between 15 September and 30 November 2004. The purpose of the evaluation was to review CFS interventions in pilot and peer schools throughout Kosovo in order to yield evidence on the impact of CFS on increasing access, improving quality, and on learning outcomes; better define the CFS concept in operational terms; help to gain a full understanding of the operational definition of CFS within a given context and policy development to the MEST; provide input to education programming; guide the MEST and other education stakeholders to design programmes that position education activities within the context of child and adolescent rights.

At the start of the programme, Kosovo was in a state of emergency, the national education system was being re-established, and most information on the education system was not available. The situation explains why base-line data, measurable results and performance indicators are lacking and why the evaluation had to rely heavily on qualitative information.

Information has been collected through study of documents, field visits to several project regions and municipalities¹, school visits and classroom observations. Extensive discussions have been held with Ministry staff, regional educational officers, PTA, PTC, teachers, school principals, children and parents, and with staff from the implementing NGOs. Assessments have been made on the basis of information collected through face-to-face interviews, school visits, observations and (focus group) discussions.

Progress has been made in introducing CFS characteristics in 83 out of 800 schools (10%) in Kosovo. Pilot project activities have been conducted as planned, most expected results have been achieved and in some cases exceeded the targets set.

Pilot project interventions were *relevant*. Through training programmes, school principles, teachers, parents and students learned to identify and deal with traumatic experiences, build self-esteem and self-confidence, and improve communication skills. Training in peace education, psycho-social skills and tolerance building has contributed to address post-war problems children, parents, schools and communities were facing at the start of the project. Addressing these issues was necessary to create the conditions for children to learn.

¹ Prishtinë/Priština, Obiliq/Obilić, Drenas/Glogovac, Lypjan/ Lipjan, Ferizaj/ Uroševac, Suharekë /Suvareka, Prizren/ Prizren, Rahovec/Orahovac, Pejë/Peć, Mitrovica South, Mitrovica North, Zubin Potok Zubin Potok, Vushtri /Vučitrn

Efficiency of project implementation (use of available resources in achieving expected results) may have suffered because of the time-span of support provided. Creation of CFS requires a long-term commitment of all stakeholders involved (in terms of policy-making and policy-support, provision of financial and human resources, professional development). It is difficult to build such commitment if stakeholders are uncertain about continuation of activities due to short-term instead of long-term support.

Resources might also have been more *efficiently* used if a single, agreed set of operational definitions of key components had been developed and monitoring indicators defined. Without these, harmonization of interventions could not be ensured. Each implementing partner and technical advisor has given their own interpretation to key components of the CFS concept, such as, 'community involvement', 'strategic planning', 'leadership', 'interactive learning' and 'integration of children with special needs'. Interpretations determined type and focus of interventions and content and method of training seminars and programmes. As a consequence, interventions have been fragmented and were not always effective.

Effects of each of the seven separate pilot project activities are visible at the school level (cleaner and more child-friendly school environments, a more active role of parents in the education of their children, more open relationships between teachers and students, classes for children with special needs, etc.). However, classroom observations revealed less positive results. Only few teachers were able to apply new skills and methods for interactive teaching and learning or to effectively work with children with special needs.

Each pilot project focused on only one or two 'entry points' of the entire CFS concept and none of the pilot and peer schools has introduced all CFS characteristics yet. 'Effective, healthy, protective schools in which families and communities are actively involved' have not been created and the project's purpose has, therefore, not been achieved. Thus, the CFS initiative project's overall strategy has not been *effective* yet.

The strength of the CFS initiative project lies in its recognition that performance of the education system is determined by the performance of individual schools and that the effectiveness and efficiency at local level may be improved by making the school responsible for the management of the school and its resources. The project has laid the foundation for a decentralized and participatory approach to educational development. Project activities have built institutional and management capacity at the school and community level through the establishment of partnerships and networks (PTC, PTA, RTF, NTF, inter-ministerial group), and through training of its members and of school principles in leadership skills and strategic planning.

Till date, CFS activities have (mainly) been focusing on 'the school' – its actors (school principles, teachers, pupils), its infra-structure and environment, on building partnerships between schools and the community. Different ways of creating a child friendly school have been tried out at the school level and schools do have a fair understanding of the possibilities, impossibilities, and desirability of several aspects of 'child-friendliness' at the school level. Holistic development of children, ensuring that children's basic needs are fulfilled, that they are healthy and that their rights are respected are issues that can not be addressed by the school or schooling alone. Therefore, the current understanding of the CFS concept as mainly a 'school' concept needs to be broadened. CFS need to become

understood as means to give the entire community (society) responsibility over children's development.

An excellent entry point to do this is the broadening of current school development planning skills of school and community actors. They need to be enabled to develop schools (basic education) within the context of their community and community development. Leadership and strategic planning skills of school principals and PTC / SB members need to be complemented and enhanced with skills in diagnosis of local educational conditions, needs, priorities and resources, educational finance, and evaluation skills. School and community actors need to be able to write reliable school performance reports and effective school improvement plans.

Municipal and regional level capacity needs to be strengthened as well. Task force members and MED and REO need to be trained in educational situation analysis, consistent, systematic and integrated data collection, analysis and use, and educational finance. They also need to be able to effectively use information from both the local and national level to adequately supervise and support the development of education in their municipality or region. They need to ensure that information from higher levels reaches all schools and that reliable information from communities, teachers and school principals reaches the MEST. Making school and local administrators heard at the national level helps to ensure that the MEST is aware of what is really going on in schools. This requires that important facts about schools are communicated to the MEST on a regular and timely basis.

Effective use of information (measuring impact or (cost-) effectiveness of interventions, setting priorities, coordinating efforts, and taking long term, strategic decisions) requires an effective education management information and monitoring system. Such system needs to be based on the information needs of school, municipal and regional level administrators (what decisions do they make and what information is needed). MED and REO need to ensure that schools in their municipality or region provide equal access to child-friendly education. And they need to relate education to municipal and regional socio-economic development.

Creating CFS needs to be considered as introducing a major education reform which will take years to achieve. Furthermore, the CFS concept has been developed by UNICEF (HQ) and its introduction, therefore, a 'top-down' intervention. Consequently, beneficiaries and other stakeholders need to absorb the concept, make it 'their own', and give it shared meaning. To do this, they need to be given time and opportunity to make the concept fit the (different) context(s) in Kosovo. It is, therefore, important that sufficient time is given to implement the CFS concept gradually with the different stages of implementation planned in a progressive and coherent way.

1 Pre-Project Situation

1.1 Administrative Structure

At the start of the project, the Department of Education and Science within UNMIK had just been established. Municipal elections held in October 2000, provided the foundation for local, democratic administrative structures, and some social sector services. The municipal elections were followed by elections to the Kosovo Assembly in November 2001. In 2002, Provisional Institutions of Self-Government (PISG) of Kosovo were formed. A second round of municipal elections was held in October 2002. There are 30 Municipalities in Kosovo and they all have elected assemblies and an administration in place.

Responsibility for some services and a portion of the budget were transferred to the 30 municipalities. It regarded the training, hiring and dismissals of administrative and support staff overseeing education in each municipality. Municipalities also received a budget for refurbishing and maintaining reconstructed / refurbished schools.

The central Department of Education and Science (DOES) remained responsible for the curriculum and special needs education. Responsibility for the payroll and employment of school directors and teachers also remained with DOES at least until September 2001.

1.2 School Infrastructure and Attendance

Before the conflict, an extensive primary school network provided access to education for Kosovar students from even remote communities. The impact of a decade of under-investment and the damage caused by the conflict, however, left the education system in a dire state with approximately 45 per cent of schools badly and 24 per cent moderately damaged. Almost all school lacked education materials like school furniture, textbooks, library books, science and laboratory equipment.

In school year 2000-2001, approximately 400,000 children were enrolled in primary and secondary education. Most vulnerable groups in terms of school attendance were girls and children from minorities. Enrolment figures showed that girls dropped out significantly more than boys after Grade 4/5 and Grade 8, and attendance rates in several of the 'enclaves' dropped as much as 66% compared to the previous year.

A critical problem was the lack of an effective education informational management system, which would enable the monitoring and identification of gaps in enrolment and attendance, particularly for girls and minorities. Although by regulation education is compulsory for all children from 6 till 15, the absence of an effective information management system prevented effective enforcement of the regulation.

Pre-school coverage was only 2.8 per cent. Hampering the development of early childhood education (ECE) was the lack of a clear ECE approach shared and accepted by all stakeholders.

1.3 School Curriculum and Teaching Practices

For nearly ten years, the majority Kosovar Albanians were taught under a parallel education system, following a separate curriculum (adapted from Albania), segregated from the state system. The curriculum promoted differences between the Albanian and Serbian communities and did not promote ethnic tolerance. A first priority after the conflict, was to review the existing curriculum, both to ensure that children receive quality education as well as to remove institutional barriers to tolerance among the communities.

Significant problems are lying ahead as the Serbian communities may not participate in the development of a unified curriculum that deviates from the Belgrade curriculum. For Kosovar- Serbs in mixed villages and for Roma, Ashkalia and Egyptian children the opportunities for full integration are severely limited.

Kosovar-Albanians had been taught by untrained schoolteachers and administrators as the supply of new Albanian teachers from the teaching colleges had stopped and the possibilities for in-service training had been limited. Thus, teacher training was urgently needed to bring skills up to adequate levels and to address overly hierarchical and non-interactive teaching practices. Furthermore, teachers needed training in recognising and addressing learning difficulties resulting from war trauma or physical and mental abuse. Schools also did not provide essential life-skills or health education on important issues such as effective communication skills, drugs abuse, HIV/AIDS and reproductive health.

2 Basic Education in Kosovo – Current Situation²

2.1 The Administrative System

The overall responsibility for the formulation and implementation of education policies regarding basic education, including educational finance, planning and management, is the responsibility of the Ministry of Education, Science and Technology (MEST), one of the Provisional Institutions of Self-Government (PISG).

Decentralized units of public services comprise 7 Regional Education Offices, headed by a regional education officer and 30 Municipal Education Directorates headed by a Municipal Education Director. Regional Offices report to the MEST, Municipal Education Directorates are accountable to the Municipal Assemblies (local Government). Whereas the MEST is financially responsible for issues related to curriculum and teacher training, municipalities have financial responsibility for maintaining school infra-structure.

2.2 The Basic Education System

Basic education in Kosovo comprises primary education (Grades 1 – 5), lower secondary education (Grade 6 – 9), and upper secondary education (Grades 10 – 12). Grades 1 – 9 are compulsory education grades.

Compulsory education has been extended from 8 to 9 years and now comprises 9 Grades. Grade 9 was the first grade for which new programmes have been developed.

2.2.1 Access to and Retention in Education

First interventions in education of donors (including UNICEF) were short-term emergency type interventions focusing on school reconstruction and rehabilitation, provision of equipment, and upgrading of water and sanitation in schools. Although education facilities have been improved, the massive population shift from rural to urban areas after the war resulted in empty primary schools in rural areas and a lack of classroom in towns and cities.

For Kosovo Albanian and Kosovo Serb communities primary school³ enrolment is high, 98 per cent and 99 per cent respectively. Children from non-Serb minority communities (Roma, Ashkalia, Egyptian, Turkish, Bosniak and others) have much less chance to be or remain in school. From these communities, only 77 per cent of children in the age group 6 to 14 are enrolled in school. For girls from non-Serbian minorities this percentage is 69 per cent only. Qualitative data on why children do not attend school are lacking. Economic, social and cultural perceptions on the importance of education for boys and girls, and social and cultural perceptions on how long boys and girls should be educated (gender) play a role in the decision-making of parents whether to send their son or daughter to

² Situation analysis of children and women in Kosovo, UNICEF 2004.

³ Primary school facilities in Kosovo accommodate both primary and lower secondary classes. Till recently, primary schools comprised Grades 1 to 8. Currently, Grade 9 has been included in the compulsory years of education and should be taught in primary schools. However, many schools have difficulty in physically accommodating the extra Grade. The Kosovo Serb Education system in Kosovo is still based on Belgrade curricula and education law and as such primary school system is comprised of Grades 1 to 8 (eight years compulsory education).

school. These views need to be taken into account when planning school improvements. Furthermore, the reintegration of returnee children remains a challenge.

2.2.2 Quality of Education

2.2.2.1 Quality of the Curriculum

A New Kosovo Curriculum Framework (NKCF) has been developed. The NKCF aims at improving the quality of education by:

Creating schools are learner-friendly, foster creativity, stimulate an integrated, holistic and constructivist approach to learning:

- Schools provide an environment to develop knowledge, values, attitudes and skills;
- Schools ensure that young persons are able to make use of acquired knowledge in real life situations;
- Schools ensure coordination, coherence and continuity of the learning process across different grades, key stages of the curriculum and formal levels of education;
- Schools deliver education in a flexible way (school timetable, resource allocation);
- Schools chose methods and approaches that are appropriate to meet the need of students, local resources and traditions;
- Schools provide subject and cross-curriculum approaches;
- Teachers plan education activities, select and adapt teaching aids taking into account the specific interests and needs of their students;
- Teachers engage themselves in a broader consultation process.

Fostering pluralism, unity and diversity:

- Schools respect children's right to quality education;
- Schools empower children and young people to be aware of their rights and to act responsible in order to ensure that human rights are observed and respected in daily life situations;
- Schools instil a respect for human dignity and contribute to the well-being of society without endangering the democratic functioning of society and the environment.

Fostering consultation, school autonomy and accountability:

- Schools are autonomous and actively engaged in the planning and management of curriculum provisions for their students;
- School principles and teachers are accountable for the quality education of their pupils to pupils, parents and the community.

Minimum achievement standards for pupils have also been set. Based on the NKCF and minimum standards, MEST has developed curricula (programmes) for Grades 1, 6, 9 and 10 in 2003, and for Grades 2, 7, and 11 in 2004. The introduction of new programmes has been done simultaneously in each cycle of basic education (primary, lower secondary and upper secondary, starting with the first grade of each cycle.

Key difference between old and new programmes is that old programmes focused on 'knowledge transfer', new programmes are meant to 'learn students how to learn'. This change in focus, from subject matter content to learning ability, has major implications for teacher competencies. Programmes no longer prescribe what teachers are supposed to teach, they only indicate possible subject area content. Teachers have to design their own lessons or lesson series, they set learning objectives, decide on lesson content and on

most effective ways to achieve the objectives set. New programmes are expected to help teachers in taking these decisions.

Standardized tests have been developed to measure performance of children per subject area. Test results are available for Grade 9, the first grade for which new programmes have been developed. They are used to adjust the new programmes in light of the new requirements.

2.2.2.2 Quality of Teachers

To facilitate implementation of the NKCF and curricula, sensitisation seminars for teachers have been organised by the MEST. These seminars included some practical advice on how to work with the new curricula. Information and training seminars have been conducted in cooperation with KEC and KEDP and 65% of the teachers have been exposed to latest developments in teaching and learning, such as, interactive, learner-centred teaching, reading and writing for critical thinking, etc. Besides KEC and KEDP, other organisations have been providing training, using their own training programmes that differed in content and methods used. Participation of teachers also differed, some participated in several programmes, others not at all.

'Learning children how to learn' requires a range of new teacher competencies and skills. MEST has developed new generic teacher competencies and is developing subject area specific competencies. In-service teacher training programmes now need to be based on these new competencies for accreditation by the MEST. According to the regulation on teacher licensing, teachers will be promoted on the basis of professional development through accredited in-service training. These measures and legislation will ensure quality and unity in professional development of teachers.

Quality of pre-service training will also be improved and brought in line with the requirements of the NKCF. Faculties of Education have been asked to adjust their programmes both as regards the academic (theoretical) and the professional training of teacher trainees. All teacher training programmes need to include practical training (teacher practice) of students.

Despite efforts made, Kosovo still has two parallel education systems. The Serbian community has not yet accepted the NKCF and Serbian schools continue to follow the Belgrade one. Whereas the NKCF promotes child-centred teaching and learning methods, the Serbian curriculum is still subject or textbook-centred with little or no room for teachers to provide individual instruction to students. Also, Serbian children enter primary education at the age of seven and not six like their peers in the rest of Kosovo.

Serbian interviewees reported that issues related to education are highly politicised. Even 'technical' or professional improvements are, therefore, easily opposed both by Belgrade as well as by the local community. This includes participation in (teacher) training programmes. Room for improvement was felt to be very limited because schools become easily alienated from their local community.

In partnership with K-Serbian education community, UNICEF supported interventions and efforts to assure that the quality of education of the two education structures is maintained equally. This is done within the scope of Kosovo education reforms aiming at the achievement of European standards in education.

As stated by the interviewees, improvement of the K-Serbian education system is pressured by an extremely politicized surrounding. The political environment is not conducive to qualitative integration and unification of the two parallel Kosovo education systems. This may lead to a loss of quality of K-Serbian education and, therefore, to unequal access to quality education for Serbian children. Special attention for and support of initiatives assuring equal access to quality education for Serbian children Kosovo-wide remains extremely important.

3 Background Information on the Child Friendly School Project⁴

The Child Friendly School project is part of UNICEF's overall education programme. This programme is based on the findings of an End Decade Report (EDR), a situation analysis of children and women, and the UN Kosovo Common Assessment. The donor community was consulted in the preparation of the programme, including on emergency preparedness.

Within the overall framework of the Convention on the Rights of the Child and the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), the programme aims to contribute to ensuring that all children's rights are fully respected and monitored. The main programme objectives are: a) to improve social services and empower families with knowledge and skills to enable them to ensure that infants and children are healthy, emotionally secure and able to learn in a safe environment; b) to contribute to universal access to quality formal and non-formal education and reduce drop out rates, particularly of girls and minorities; c) to equip children with the necessary life-skills to become healthy, active and responsible citizens; d) to contribute to the reform of policies and legislation for children in need of special protection and introduce family-based alternatives.

UNICEF's involvement in education started as emergency relief focusing on the reconstruction of schools destroyed during the war. In 2001, UNICEF acted as lead agency to support curriculum reform. In 2002, UNICEF initiated the Child Friendly School pilot project.

The origin of the Child Friendly School (CFS) Project, Kosovo lies in UNICEF's overall policy:

All children must be able to learn in rights-based, child-friendly schools – effective with children, healthy for children, protective of children, and gender sensitive.

The Child Friendly School concept is based on this policy and is meant to facilitate the development of country specific approaches to school improvement processes. Based on the CFS concept, a conceptual framework for Child Friendly Schools was developed by UNICEF, early 2001. The Child Friendly School is defined as a school that is a healthy, effective, and protective, and in which the community and family are actively involved.

UNICEF has supported the creation of healthy school environments through its School Water and Sanitation and Rehabilitation project. The focus of this project has gradually shifted from school reconstruction and upgrading, and improving water and sanitation to school sanitation and hygiene education.

Ensuring an effective learning environment required a new, child-centred curriculum. Taking into account the specific context of Kosovo, UNICEF accepted a role as lead agency for curriculum development late 2000. This resulted in a new Kosovo curriculum

⁴ Country Programme 2002 – 2004, UNICEF

framework (NKCF) which provided the basis for the development of subject area specific curricula and improved teacher training (both pre- and in-service). UNICEF continues to support the development of policies and capacity building in the areas of curriculum development and Early Childhood Education⁵.

The Child Friendly School project started with 35 pilot schools. Almost all pilot schools were equipped, repaired and (water and sanitation) upgraded. Since then, a variety of project activities have been undertaken by national and international NGOs, in collaboration with MEST and UNICEF, to create Child Friendly Schools. Implementing partners are the Kosovo Education Centre (KEC), Catholic Relief Service (CRS), Care International (CI), Kosovo Forum of Women (KFW), EducAid, World Vision (WV), and Friends of Children (FOC). It regarded:

- Training of 500 primary school teachers in learner centred, interactive and inclusive teaching in 35 pilot schools to implement life relevant quality teaching, experiment implementation of a new curriculum framework;
- Development of child friendly school policies and implementation of activities by trained school directors in 35 pilot schools;
- Ensuring child friendly, quality, inclusive education with active participation of communities in education;
- Increasing the participation of children in school based activities to contribute to child friendly school development;
- Building capacity of central and municipal education officers.

In 2003, 48 additional peer schools were added with the objective to expand the child friendly concept throughout Kosovo.

⁵ Overall Education Programme, UNICEF

4 Evaluation

4.1 Purpose of the Evaluation

According to the UNICEF annual report 2002, the overall objectives of the project are to contribute to the universal access to quality basic education through a reduction in drop-out, especially among girls and minorities, and to contribute to the improved quality and relevance of education both in and outside school.

The purpose of the CFS pilot project is:

To create effective, healthy, protective schools in which families and communities are actively involved.

The evaluation was undertaken to:

- Yield evidence on the impact of CFS on increasing access, improving quality, and achieving learning outcomes (literacy, numeracy and life skills);
- Better define the CFS concept in operational terms;
- Help to gain a full understanding of the operational definition of CFS within a given context and policy development to the MEST;
- Provide input to education programming;
- Guide the Ministry of Education, Science and Technology and other education stakeholders to design programmes that position education activities within the context of child and adolescent rights, including participation.

4.2 Approach and Methodology

An evaluation is meant to measure the extent to which project objective and purposes are being accomplished. Tool for evaluation is the project plan which needs to provide information on the pre-project situation both in qualitative (stakeholder analyses) and quantitative terms (base-line data). The project plan needs to describe in an operational (measurable) way the objectives, purposes, results and activities of the project and their causal relationships. Performance indicators are required to provide a precise description of how to measure progress in achieving expected results, purposes and objectives.

The design of the CFS pilot project is based on UNICEF's policy, combined with field research and a qualitative assessment of the situation with local education experts (mostly with municipal education authorities). At the start of the programme, Kosovo was in a state of emergency. The national education system was being re-established and most information on the education system was not available. Although the lack of base-line data, measurable results and performance indicators is explainable, it made the assessment of the project's relevance, efficiency, effectiveness, impact and sustainability difficult and in some cases impossible.

The evaluation started in Pristina with a briefing at the UNICEF office, Kosovo and a desk study of key documents. Study of documents continued in the MEST which at the same time facilitated the collection of additional information through informal discussion and talks.

Field visits have been made to several project regions and municipalities⁶, 17 schools have been visited and 9 classes observed. Extensive discussions have been held with Ministry staff, regional educational officers, PTA, PTC, teachers, school principals, children and parents, and with staff from the implementing NGOs. Efforts to organize meetings with KEC and Municipal education staff were not successful. Assessments have been made on the basis of information collected through face-to-face interviews, school visits, observations and (focus group) discussions (see Annex 4 – lists of issues for discussion). The reliance on qualitative information is explained by the lack of base-line data, measurable results, and performance indicators.

Progress made was assessed by comparing activities planned against activities conducted. A non-pilot school has been visited to discuss differences between pilot and non-pilot schools. Also looked at were the extent to which the CFS concept matches the underlying principles of the NKCF, and current developments in policy development (MEST strategic plan, education law).

Creation of Child Friendly Schools goes hand in hand with introducing innovation, transition and reform in education. The extent to which project activities have been able to introduce and sustain educational change has been assessed through the analysis of qualitative data collected at the classroom, school and community level.

4.3 Progress Made

Next, an overview will be given of progress made. It will become clear that pilot project activities have been conducted as planned, most expected results have been achieved and in some cases exceeded the targets set.

4.3.1 Effective Schools

UNICEF's operational definition of an 'effective school' includes a child centred curriculum, teaching and learning methods that help children to construct their own knowledge and understanding and take responsibility for their own learning.

KEC, EducAid, WV and FOC have been implementing project activities that aimed at creating effective schools. KEC has been active in 5 pilot areas (Pristina, Gjilan, Peja, Prizren, Mitrovica). WV provided training in child-to-child interactive teaching methods and organized interactive activities for children in 6 pilot schools in Rahovec and Suhareke municipalities. WV project activities were conducted by community facilitators / community development teams. EducAid implemented training activities for teachers in Pristina and Prizren region, and FOC in Mitrovica North. All projects aimed at providing teachers with the attitude and competencies that are required for effective teaching and for promoting interactive learning and critical thinking.

⁶ Pristinë/ Priština, Obiliq/ Obilić, Drenas /Glogovac, Lypjan/ Lipljan, Ferizaj/ Uroševac , Suharekë/ Suvareka, Prizren /Prizren, Rahovec/ Orahovac , Pejë/ Peć, Mitrovica South, Mitrovica North, Zubin Potok/ Zubin Potok, Vushtrri/ Vučitrn

Achievements

Table 1 - Effective Schools / Child Centred Education Activities KEC, WV, EducAid, FOC	
KEC activities planned according to Annual Review report, 2000	KEC actual results according to final report, 2003
Prepare training materials - 8 Guidebooks for teacher training seminars; 1 Guidebook for trainers	Materials handed out to participants Flip-charts, paper, pens, etc distributed
Conduct 2 training of trainers seminars in Reading and Writing for Critical Thinking for 30 participants, 10 days	
Conduct 8 training seminars for 550 teachers in Reading and Writing for Critical Thinking (RWCT), 2-3 days	7 2-day training seminars for 350 teachers conducted. Topics included RWCT; cognitive and social development of children; reading, writing, and discussion in every subject; other techniques for development of critical thinking; cooperative learning; planning and evaluation of teaching-learning; writing 'from self-expression at written arguments'; creating of thinker readers
Provide materials for classroom practice	Materials for practical work provided (Nov-Dec 2002)
Monitoring of participants and schools	Classroom monitoring (Nov 2002, Feb, Apr, May 2003)
Organize monthly meetings with teachers	3 half-day meetings with teachers organized Certificates handed out to teachers trained
Conduct training seminars for 70 school administrators and teachers in 'planning', 'the effective school', and 'school-based evaluation', 8-9 days	
Monitor schools	
Organize monthly meetings with school directors	Discussions with school directors and teachers held
WV activities planned according to Annual Review report, 2000	WV actual results according to semi-annual report, 2003
Train 25 multi-ethnic teachers and parents in child-to-child interactive teaching methods	One day training for 25 teachers and 25 parents (17 Albanian and 8 Serbian) conducted
Organize interactive activities for 4.524 children	Extra curricular activities conducted
	Student councils established in all 6 pilot schools
EducAid activities planned according to Annual Review report, 2000	EducAid actual results according to UNICEF overview of achievements, 2003
Train 80 teachers in active education	167 teachers trained in inclusive education
Train 113 teachers in ICT	300 teachers trained in basic computer skills
Train 11 teachers, 4 university students and 1 EducAid staff in team building and cooperative learning	TEMA group trained (trainers) and operational 20 teachers trained as trainers in teamwork skills
FoC activities planned according to Annual Review report, 2000	FOC actual results according to CFS Report, 2002 / 2003
Train 124 teachers on interactive teaching methods (4 sessions)	310 teachers from K-Serbian education system Kosovo wide (over 60 primary schools) trained (three months) in interactive and child centred teaching and learning methodologies.
Train 24 teachers and administrative staff on introduction to curricula reforms	35 head directors and teachers from participating K-Serbian CF schools introduced to curricula reform processes in Kosovo and within the region

4.3.2 Healthy Schools

Healthy schools provide a healthy, hygienic and safe environment for children with adequate water and sanitation facilities. Improving the physical conditions of schools has been achieved through UNICEF's School Water, Sanitation, Hygiene and Reconstruction emergency programme. By the end of 2001, 22 completely destroyed schools were rebuilt, water and sanitation in 75 primary schools upgraded and 37 (pilot) schools were repaired⁷.

Psycho-social, life skills education and a school health policy also contribute to creating a healthy school. The CI and WV projects included psycho-social, life skills and health training activities which enabled school principles, teachers, parents and students to identify and deal with traumatic experiences, build self-esteem and self-confidence, and improve communication skills.

Achievements

Table 2 – Healthy Schools WV, CI	
WV activities planned according to Annual Review report, 2000	WV actual results according to semi-annual report, 2003
Organize HIV/ AIDS/ Life Skills activities for 159 pupils	One day training on life skills conducted in six pilot schools for pupils
Organize a multi-ethnic HIV/ AIDS workshop for 32 pupils	Health education (HIV / AIDS) provided
	Healthy school environment initiated in all 6 pilot schools
CI activities planned according to Annual Review report, 2000	CI actual results according to STEP Project Progress Report, 2004
Train 95 teachers in learner-centred methods, group dynamics and how to develop positive social attitudes in children	146 teachers from different ethnic communities (Albanians and Bosnians) trained in psychosocial assistance to children in school, life skills education, learner-centred methods, group dynamics and how to develop positive social attitudes in children
Organise and conduct 12 extra-curricular life skills activities (455 pupils participated)	12 after school life skill activities with 1234 children (Albanians, Bosnians and Roma) conducted over a period of three months to alleviate post-war behaviour disorders, acquire positive social and effective communication skills, practice non-violent conflict resolution

4.3.3 Schools Protective of Children

Protective schools ensure the safety and security of all children, protect them from abuse or harm both inside and outside school, are inclusive schools with respect for diversity, equality and opportunity for all children, and do not discriminate.

To create protective schools, WV provided training for PTA, teachers, parents, and children on peace education, tolerance building, conflict resolution, and child rights. KFW focused on awareness raising and activities promoting inclusion of all children in schools. Inclusive education was also promoted by EducAid (focusing on special needs children) and FoC activities (focusing on children from minority groups).

⁷ UNICEF Annual Report 2000

Achievements

Table 3 – Schools Protective of Children WV, KFW, EducAid, FOC	
WV activities planned according to Annual Review report, 2000	WV actual results according to semi-annual report, 2003
Organize 2 multi-ethnic art exhibitions	'Happy Day' carried out in 1 community school; 'I dream of peace' day conducted in 1 community school Various extra-curricular and multi-ethnic activities for children and youth implemented in all 6 pilot schools
Provide multi-ethnic training for 39 pupils in child rights	1 day training for 85 pupils on violence / domestic violence provided
Provide multi-ethnic training for 44 pupils in peace education	Peer to peer training for Albanian and Serbian pupils conducted
Provide training for 183 pupils in peace education and tolerance building (all 6 pilot schools)	Multi-ethnic activities for children promoting minority inclusion, peace coexistence and tolerance organized
Provide multi-ethnic training for 28 PTA members in conflict resolution	20 Albanian, 6 Serbian and 2 Roma PTA members trained in conflict resolution
Train teachers in peace education	22 teachers trained as trainers in peace education
Train 262 PTAs, parents, pupils, and school administrators in child rights	Child rights workshops for pupils, teachers and PTAs conducted in all 6 pilot schools 60 teachers trained on child abuse and neglect
Organize 1 catch-up class for 30 Roma / Ashkalia children	Catch-up classes in Rahovec school for Roma/ Ashakli children organized
Provide toys, puzzles and clothing to all 6 pilot schools	Gifts in kind from WV support offices distributed to all pilot schools
Supplementary project activity 'Kids for Peace'	'Kids for Peace' clubs established in 2 pilot schools
Train children in peace education	Peace education training for 15 children organized by young trainers
KFW activities planned according to Annual Review report, 2000	KFW actual results according to , 2003
Public awareness raising regarding CFS activities	Newsletter 'Establishment of Friendship' printed, published and distributed
Inclusion of street children, children with disabilities, orphans, minority children in school	
Organise round table discussions with parents, students, teacher council on CFS and child rights	Round table discussions held; children trained in child rights
Establish CFS networks; Organize exchange visits between CFS in Mitrovica, Kosovo, Albania	Visits to CFS made (4 days), friendly relationships established
Organise visits to the Council for the Protection of Human Rights, CFSS, musea	Visits to museum, Council for the Protection of Human Rights and Freedom made (8 hours)
EducAid activities planned according to Annual Review report, 2000	EducAid actual results according to UNICEF overview of achievements, 2003
Pilot 10 experiments on inclusive education	
Try out the inclusion of 6 special needs children in general education classes	12 children with special needs integrated either 'part time' or 'full time' in general education
Organise a 3 week summer activity (playroom)	Playroom (classroom for inclusive education) activities carried out each week involving 870 general school and 86 children with special

	needs; Summer activities carried out for 140 general school children and 30 special needs school children
	Awareness raised on school and social inclusiveness among parents and teachers
FOC activities planned according to Annual Review report, 2000	FOC actual results according to CFS report, 2002 / 2003
Train 80 key community actors on quality education, child and family participation, and Child Rights (4 training sessions)	4 Seminars for parents conducted
Assist teachers in developing and conducting lessons on child participation and child rights	Practical 'handbook' with examples of good practice published and distributed in support to daily work of K-Serbian teachers on a classroom level and within a school based curricula
Establish a CFS regional network	
Assist schools in developing and implementing extra curricular and non-formal learning activities (40 teachers, 1000 children including 150 Roma children)	Summer programme conducted in four northern Municipalities and southern enclaves within Mitrovica AoR with over 1500 Serbian, Bosniak, Turkish, Croat, Roma, Ashkalia and Egyptian children participating. "Children Write a Book on their Rights" published as a result of these extra curricula activities

4.3.4 Family and Community Involvement in Schools

UNICEF operationalized family and community involvement in terms of whole child approach, strengthened family relations, collaborative relationships, local (community) partnerships in school management, and schools acting in the community for children.

WV and CRS promoted family and community involvement in schools through the creation of Parent Teacher Associations and Parent Teacher Councils and training of its members. CI organized participatory learning and action workshops with participants from school and community to discuss and share concerns and ideas regarding child's rights, CFS, child protection and to increase active participation in school improvement initiatives.

Achievements

Table 4 - Promoting Community Involvement in School WV, CRS, CI	
WV activities planned according to Annual Review report, 2000	WV actual results according to semi-annual report, 2003
Establish 6 PTA (1 PTA per pilot school)	6 PTAs established and functioning
Train 75 PTA members in leadership, facilitation and communication	One day training for 6 PTA members conducted
Organize multi-ethnic PTA meetings	Monthly multi-ethnic meetings organized in Rahovec
Organize study tour / exchange visits for PTAs (2) and student councils (1)	Monthly basis study tours / exchange visits for 12 directors / 3 PTA and student councils organized
Assist schools in developing a school self-improvement plan	Participatory school-assessment conducted in all 6 pilot schools School self-improvement plans prepared and implemented in all 6 pilot schools
CRS activities planned according to Annual Review report, 2000	CRS actual results according to UNICEF overview of achievements, 2003

Establish PTCs in all 14 pilot schools	Partnerships with 4 PTAs and their 30 PTCs formalized; 4 PTAs trained as trainers in PLA and strategic planning, parental involvement in school, and advocacy
Assist PTCs in developing school-based strategic plans; Train PTCs in issues related to school-based management	PTCs trained by PTA members
	10 mini-grants rewarded
Produce, translate and distribute 5 newsletters	5 newsletters issued and distributed over 80 schools in Kosovo
Build capacity of municipal PTAs	PTAs included in CFS Task Forces
Establish a PTC network	
Organise 3 exposure visits	2 exposure visits conducted
Sign MoUs with 3 municipal PTAs	Draft MoU between government and PTAs approved by PTAs, awaiting government approval
Train municipal PTAs	
CI activities planned according to Annual Review report, 2000	CI actual results according to STEP Project Progress Report, 2004
Inform and sensitise school community about CFS	Confidence building and awareness raising meetings held in peer schools on the CFS concept
Organise and conduct PLA workshops on CFS (200 community members to participate)	Two-day child rights and PLA workshop conducted in 9 schools; PLA workshops conducted on CFS, 331 school-community members participated
Assist in the self-assessment of child-friendliness in all 4 pilot schools	Self-assessment conducted during the second day of the two-day child rights and PLA workshop
Assist in the identification of priorities for school improvements	3 priorities for school improvement planning identified in each target school
	Pilot and peer schools supported with follow-up meetings on school improvement planning; School committees created
	Cross visits and experience sharing meetings between the school committees of the pilot and peer schools organized with all 9 schools
	Special "Arts Days" organized in the target schools to improve the environment (atmosphere)
	Pilot school directors participated in the Regional Task Force (networking)

4.3.5 Progress Made – Observations

In the schools visited, water and sanitation had been upgraded. Toilets were functioning but were not always clean and in most schools smelly. Standards for cleanliness may be needed and school management needs to ensure that sanitation is kept clean according to those standards. The same counts for maintenance of the school and its environment.

Psycho-social and life skills education also contributed to creating a healthy school. Psycho-social, life skills and health training activities enabled school principals, teachers, parents and students to identify and deal with traumatic experiences, build self-esteem and self-confidence, and improve communication skills. 'Learning' requires that children's basic needs are fulfilled. Contributing to the creation of healthy schools has contributed to creating favourable conditions under which children can learn.

To create protective schools, implementing partners have provided training in interactive teaching methods, child rights, peace education, tolerance building and they supported extra-curricular activities. To achieve greater parental and community involvement in schools, implementing partners have established, trained and supported school-based PTC and PTA (municipal level).

As said, pilot project activities have been conducted as planned, most expected results have been achieved and in some cases exceeded the targets set. The fact that activities have been conducted according to plan is a first indication of progress made. It is, however, more interesting to see to what extent activities have contributed to achieving the CFS pilot project purpose. An assessment of the extent to which new insights, knowledge and practices are applied at the school and classroom level will be given in paragraph 4.7.

4.4 Relevance

Next, the appropriateness of project objectives in relation to the problems children, parents, schools and communities were facing at the start of the project will be looked into.

Immediate problems, such as the lack of schools (due to the destruction of more than 130 school buildings) and equipment, and a curriculum that promoted differences between the Albanian and Serbian communities have been tackled through the reactivation of the primary education system (under the leadership of UNMIK), and the development of a New Kosovo Curriculum Framework (with UNICEF as lead agency).

Psycho-social, life skills and health training activities enabled school principals, teachers, parents and students to identify and deal with traumatic experiences, build self-esteem and self-confidence, and improve communication skills. 'Learning' requires that children's basic needs are fulfilled and psycho-social and life skills training have contributed to provide children with a sense of safety and well-being.

The project's focus on peace education and tolerance building has enabled schools and communities to find common interests for which people from different ethnic groups are willing to work together. The focus on similarities instead of differences strengthened relations between different ethnic groups.

Another project objective stressed the importance of increasing learning achievements through the promotion of interactive learning and greater parental and community involvement. Clear and visible results are cleaner and more child-friendly school environments. Less tangible but equally important seems the more active role and interest of parents in the education of their children and a greater awareness of the importance of involvement of parents in school by teachers. Recognizing a mutual responsibility for educating children (in terms of their social, physical, emotional, artistic, motoric, moral and cognitive development) contributes to children's well-being both in school and at home.

Through PTC and PTA drop-out of girls has been avoided and initiatives have been taken to raise awareness on the importance of (girls) education.

Training in 'special needs education' has laid the foundation for inclusive education (attached and integrated classes) and has helped teachers to start recognising and addressing learning difficulties resulting from war trauma or physical and mental abuse. The latter avoids that children who only need temporary, additional attention are permanently excluded from the regular system.

The interventions of the implementing partners have created conditions under which the CFS pilot project could be (further) implemented. Through training programmes, school principles, teachers, parents and students learned to identify and deal with traumatic experiences, build self-esteem and self-confidence, and improve communication skills. Thus, CFS pilot project objectives are relevant, project achievements have contributed to address some of the problems of the post-war situation.

4.5 Impact

Measuring impact means measuring the extent to which planned overall objectives⁸ have been achieved and how far that was directly due to the CFS pilot project. To be able to measure impact, base-line data are needed as well as indicators for each of the characteristics of the CFS concept.

Almost none of the objectives, project purposes and results have been defined in terms of quantity and quality of results per target group⁹. Base-line data and indicators, required for measuring implementation progress, are also lacking. Given these deficiencies in the project's plan, impact could not be measured.

To be able to measure impact in the future, indicators need to be developed for each characteristic of the CFS concept. It regards both 'traditional' indicators for access (enrolment, repetition, drop-out rates, etc.) and quality (student achievement levels,

⁸ Universal access to quality basic education through a reduction in drop-out, especially among girls and minorities;
Improved quality and relevance of education both in and outside school.

⁹ Measurable expected results given in the 2001 Annual Plan:

Effective schools:

- A minimum of 200 teachers trained in Inter Active Learning Methodologies;
- A minimum of 78 teachers trained in life skills, 10 trained trainers;
- 25 schools supplied with a photocopiers, computers, white boards, teacher shelves, TV/VCR, overhead projectors, replacement furniture and science equipment;
- Materials produced in at least English, Albanian and Serbian for 25 schools;

Healthy schools:

- 2 teachers from 30 schools in Kosovo trained in the recognition and identification of behaviours indicating a need to refer to mental health professionals for further evaluation. Trained teachers have provided training in 75% of schools in Kosovo;

Protective schools:

- Catch up classes established for at least 2,000 Roma/Ashkali children;

Participatory planning and management (community involvement):

- 33 School Directors and key education figures at school level trained in management, administration and planning;
- 25 School plans completed by pilot school committees (with the exception of the Serbian schools in which negotiations are more delicate).

success in external examinations, etc.), as well as specific indicators for measuring other aspects of child-friendliness (inclusiveness, parental involvement, etc.). Indicators make the regular collection and recording of reliable data possible and are (also) required for monitoring school performance at school, municipal, regional and national level. The development of a comprehensive set of indicators needs to be a priority for UNICEF and other stakeholders when building the Education Management Information System.

Even if base-line data and indicators would be available, measuring impact at this stage of project implementation seems premature for two reasons. Firstly, creating CFS needs to be considered as introducing a major education reform which will take years to achieve. Secondly, the CFS concept has been developed by UNICEF HQ and its introduction needs to be considered a 'top-down' intervention. Beneficiaries and other stakeholders need to absorb the concept, make it 'their own', give it shared meaning. Time and opportunity need to be given to stakeholders to make the concept fit the (different) context(s) in Kosovo. Thus, 'time' is a key factor to successful implementation and it will, therefore, take years before impact will be measurable.

4.6 Efficiency

Efficiency refers to how well the various activities transformed the available resources into the intended results in terms of quantity, quality and timeliness.

To measure the success of the overall project's strategy as well as each pilot project's relative success in creating '*effective, healthy, protective schools in which families and communities are actively involved*', changes in 'child friendliness' of pilot and peer schools should have been measured at regular intervals during implementation and compared with the level of 'child friendliness' in schools determined at the start of each pilot project. Information on success, combined with the inputs (costs) per NGO pilot project would have given information on the optimal distribution of funds of different aspects of child-friendliness ('effectiveness', 'health', 'protectiveness', 'parental and community involvement'). Since monitoring indicators (measurable descriptions of 'child friendliness') and base-line data are lacking, such cost-effectiveness has not and can not be measured (nor decided upon). Thus, an assessment of whether similar results could have been achieved at lower costs has not been made.

It is of utmost importance that UNICEF / MEST start filling gaps in data that are currently collected at school level. This requires the development of indicators for 'effectiveness', 'healthy schools', 'protectiveness' and 'community involvement'. Furthermore, the current situation in terms of child friendliness needs to be measured to establish a base line situation. Without this information setting priorities, coordination of efforts, and long term decision-making can not be planned strategically, that is, objectives, expected results and actions to be taken can not be defined on the basis of an analysis of relevant and reliable data.

NGO partners

UNICEF's support to (most of) the implementing partners was given in three phases. Duration of the first phase was nine months, the second phase one year, and the third phase lasted four months. After a stop in support of two months, the third phase was extended with another four months till December 2004.

The CFS concept is covering key aspects affecting children's development in general and their learning in particular. It aims at creating an environment conducive to learning both in and outside the school. Creation of CFS requires a long-term commitment of all stakeholders involved (in terms of policy-making and policy-support, provision of financial and human resources, professional development). It is difficult to build such commitment through short-term support and uncertainty regarding the duration of support may have had a negative impact on the efficient implementation of activities. This is particularly true because the CFS concept has been developed by UNICEF HQ. Sufficient time needs to be given to beneficiaries and stakeholders to build a shared understanding of the concept and to alter it in such a way that it fits local context(s).

Besides the seven implementing partners (NGOs), several other organisations have supported the educational reform through training and other activities. People reported that training programmes differed in terms of content and methods used, and their trainers differed in professional background and experience. There is a great risk that school principals and teachers and other staff trained receive confusing or even conflicting messages regarding desired educational changes and how to achieve them. Resources might have been more efficiently used if training programmes would have been linked and attuned, and if standards had been set for content, method and trainers.

4.7 Effectiveness

Next, the extent to which the CFS project purpose has been achieved will be looked into. The 7 NGO CFS pilot projects may be seen as UNICEF's strategy to achieve the project's purpose, *'to create effective, healthy, protective schools in which families and communities are actively involved'*.

The 7 NGOs have undertaken a variety of pilot project activities aiming at:

- Providing teachers with the attitude and competencies that are required for effective teaching and for promoting interactive learning and critical thinking;
- Providing health and life skills training activities;
- Providing PTAs, teachers, parents, and children training on peace education, tolerance building, conflict resolution, and child rights;
- Awareness raising and activities promoting inclusion of all children in schools;
- Establishment of Parent Teacher Associations and Parent Teacher Councils and training of its members.

Although it can not be quantified due to deficiencies in project plans, people have reported that CFS project activities improved the quality of school buildings and the teaching and learning environment. Cleaner and more child-friendly school environments are a first visible result of CFS project activities.



Less tangible but not less important effects seems to be a more active role and interest of parents in the education of their children and a greater awareness of the importance of involvement of parents (non PTA members) in school by teachers. Relationships between teachers and children became more open with children expressing themselves more freely. The acceptance of children as partner in the teaching learning process is a first step in helping children to become active learners i.e., learners that have the motivation and self-confidence to take charge of their own learning.

In some schools visited, pre-school classes were started as a result of discussions with school principle, PTC and the REO. Parents financed the pre-school education of their children.



When introducing a new teaching method for Albanian language teaching (working with mixed-ability groups), the teacher invited parents into her classroom to explain the 'why' and show the 'how' of the new method. One school mentioned the involvement of parents in health education. The community doctor was invited to inform the children on several health issues.

Other CFS project activities have resulted in the acceptance of children with special needs in primary education schools (attached classes) or in regular classes (integrated classes). Initiatives have also contributed to the creation of multi-ethnic schools, recognizing the importance of 'inclusion' as a means to stabilise communities and prevent conflicts. Thus, project activities have contributed to creating schools that have become child-friendly to a more or lesser extent.

A child-centred approach with a more active role of children in the teaching-learning process was also appreciated by a principle of a non-pilot school. He further stated that teachers and parents recognize the positive effect of CFS pilot project activities on the teaching and learning environment. This recognition creates a 'demand' for innovation by non-pilot schools.

Whereas observations made at school level confirmed statements made, classroom observations revealed less positive results. Only few teachers were able to apply new skills and methods for interactive teaching and learning or to effectively work with children with special needs. It must be concluded that achievements are in a very initial stage only

and improvements still fragile. To capitalize on investments made and to further improve the situation continuous (donor) support is required in the years to come.

Although progress has been made in terms of introducing aspects of the CFS concept, the overall strategy (7 NGO implementing each 'part' of the CFS concept) has not been fully effective. Each NGO has designed a pilot project focusing on only one or two 'entry points' of the entire CFS concept. Consequently, none of the pilot and peer schools has introduced all CFS characteristics yet. Instead of looking into the effectiveness of UNICEF's strategy, effectiveness has, therefore, been assessed for each key characteristic of the CFS concept separately. An assessment of effectiveness of each of the key characteristics of a CFS – effective schools, healthy schools, protective schools, and for parental and community involvement, is given below.

4.7.1 Effectiveness per Key Characteristic of the CFS Concept

4.7.1.1 Effective Schools – 'child centred', 'interactive teaching and learning methods'





To create effective schools, teachers have been trained in interactive learning methods. Teachers talked with were all able to state that the new educational philosophy emphasizes the central role of the pupil in the teaching and learning process and that subject matter content and teaching methods need to be adjusted to meet the needs of (individual) students. They all stressed the importance of a more open relationship between teacher and pupil(s), and giving children the self-confidence to give their ideas and opinions.

Although teachers were able to state the principles (the 'why') of new teaching and learning, application of theory turned out to be more difficult. One of the skills teachers need to teach in an interactive way is lesson planning. Although trained in this area, the majority of the teachers interviewed were not able to explain 'the what' and 'the how' of lesson plans. They did not report on setting learning objectives and identifying which of the new methods available would be most effective in achieving them. Classroom observations confirmed that most teachers lack basic competencies in the 'how' of interactive learning methods. Only few of the teachers observed demonstrated an effective use of new methods (didactics) such as group work.

Teachers have been introduced to the concept of interactive learning through a variety of issues ranging from 'cognitive and social development of children' to 'cooperative learning' and 'techniques for development of critical thinking'. Teachers have received a limited number of training days only and the practicality of the different training programmes may

have differed. Some school principals report on regular teacher meetings to exchange experiences but little or no classroom based support has been provided (observations, feedback, etc.).

It seems that training seminars exposed teachers to the latest developments in interactive learning. It might have been more effective if programmes would have taken the existing situation as a starting point instead of the desired end result. Building teacher's capacity in child-centred, interactive teaching methods needs to be considered a long term objective that requires gradual implementation. Based on 'where are we now', programmes might have been more practical, providing teachers with the basic skills, tools and techniques that would have enabled them to make a first step towards 'where do we want to be' (interactive teaching and learning).

It may be more effective at this point in time to further enhance basic teaching skills such as lesson planning, questioning skills (for higher order learning), use of examples, increasing effective learning time, etc. than training teachers in the appropriate use of complex teaching methods such as role play and group activities.

4.7.1.2 Healthy Schools – 'healthy, hygienic and safe environments', 'adequate water and sanitation facilities'

In the schools visited, water and sanitation had been upgraded. Toilets were functioning but were not always clean and in most schools smelly. In some schools bathroom floors were flooded, in other schools water was not available. Standards for cleanliness may be needed and school management needs to ensure that sanitation is kept clean according to those standards. The same counts for maintenance of the school and its environment.

Training in psycho-social, life skills and health issues enabled school principals, teachers, parents and students to identify and deal with traumatic experiences, build self-esteem and self-confidence, and improve communication skills. Providing teachers with psycho-social and life skills techniques helped them to improve children's feeling of well-being and safety, which are preconditions for learning.

In cooperation with UNICEF, WHO and NGOs, the MEST, the Ministry of Health (MOH) and the Ministry of Environment and Spatial Planning (MESP) aim at improving health in schools and promote health education in schools. Efforts are also made to inform the public about health and environmental issues, and health experts have been involved in the process of curriculum development. Such inter-ministerial partnerships help to ensure that expertise from other ministries is used for programmes that are multi-sectoral (such as a Health Promoting School initiative).

4.7.1.3 Protective Schools – 'safety and security for all children', 'protection from abuse or harm both inside and outside school', 'inclusiveness respecting diversity, equality and opportunity for all children', 'no discrimination'

Inclusive Schools – Serbian / Albanian

School principals and teachers have been trained in leadership skills, peace education, tolerance building, strategic planning and health education. Training activities helped participants to recognize and appreciate shared values and practices and in building effective communication and active listening skills. This enabled them to find common

interests for which people from different groups are willing to work together (for instance the design and construction of a new, multi ethnic school building). By focusing on similarities instead of differences, relations between groups were strengthened.

Although the Serbian community does not yet send their children to multi ethnic schools, relationships between communities are being established even though progress is very slow. In some pilot areas, multi ethnic workgroups meet regular at municipal level, school principles of pilot and peer schools meet every month. Multi-ethnic activities have been organized. It regards summer and winter camps, musical and art events, art exhibition, games, celebration of 'all children's day', activities in which the whole community participates.

Leadership training, peace education and tolerance building also changed the way in which school principles and teachers related with children and the community. Relationships became more open, more tolerant. Corporal punishment stopped, pupils gained self-confidence and participated more actively in the teaching-learning process.

22 teachers were trained as trainers in peace education. Trained teachers are certified by the MEST. Thus, a network of accredited peace education trainers is being established. However, because the support has been provided through short intervention periods, provision of a secure, continuous school and classroom based support has not been accomplished. Without such support staff trained may fall back in 'old' habits and results achieved may not be sustained.

Inclusive Schools – Roma / Ashkalia, Bosniak, Albanian

School visits have been made to schools comprising children of Roma / Ashkalia, Bosniak, and Albanian background. All schools had PTC and / or School Board and school principles and staff had been trained in strategic planning. All schools reported on low participation in education of Roma children. However, when discussing the creation of CFS with teachers, SB members, mothers and school principles, problems mentioned all focused on school and teacher needs. Although low participation and retention of Roma children was recognized as a problem, the majority of school principles and PTC / SB members did not perceive it as a 'school' problem that had to be solved through involvement of the Roma families and community members (see also 4.7.1.4).

Integration of Children with Special Needs



School principals and teachers of schools with attached classes (classes for children with special needs within the premises of the school) and regular classes in which some children with special needs participate, were all positive about the effect of the inclusion of children with special needs. Effects were not only positive for the children with special needs (social inclusion, less aggressiveness, progress in learning, and development of abilities) but also for the other children. During integrated lessons, children started to explain and assist special needs children in accomplishing their tasks. School principals and teachers reported that peers showed patience, and behaved in a social and cooperative way.

Sensitisation of the school community was mentioned as a necessary step to create acceptance of the idea that special needs and regular education can be integrated. Training helped school principals and teachers to overcome fear for problems as well as feelings of uncertainty on how to handle children with special needs. The creation of attached classes in schools for basic education increased demand. School principals reported on increased admission of special needs children outside the school's catchment area. To avoid the creation of 'one special needs school', more schools for basic education need to be sensitised and their teachers trained so that children with special needs are indeed absorbed by regular schools close to their homes.

Teachers of schools that have started the integration of special needs education through the establishment of an attached class had identified themselves to a greater extent with the concept of integration than colleagues who had received training only.

It was understood that teachers still tend to define 'non-standard' children, including physically handicapped, as children in need of special education (epileptic, stuttering, traumatized, etc.). Only few teachers requested assistance from special needs trainers in how to handle students with behavioural problems like difficulties in concentration indicating that they start to recognize and distinguish behavioural problems from learning difficulties.

Classroom observations in attached classes indicated that teachers are able to engage children with special needs in activities. However, children were not really challenged by the teachers observed. This would require appropriate diagnosis of each child as a basis for individual development plans. Without such diagnosis, children are exposed to exercises and learning materials but demanding learning situations are not created.

One 'integrated class' (a regular class with one student with learning difficulties) has been observed. A text was read aloud by the teacher and then children were asked to read aloud in turns. When the child with learning difficulties was reading aloud, peers were helping or assisting her. The teacher, however, applied traditional teaching methods only. Although the children were placed in small groups, this setting was not used as a method for working with mixed-ability groups or achieving specific learning objectives (peer teaching, cooperative learning). Without teachers having the appropriate teaching skills, one may question the effectiveness of integrated classes.

4.7.1.4 Family and community involvement – 'whole child approach', 'strengthened family relations', 'collaborative relationships', 'local (community) partnerships in school management', 'schools acting in the community for children'

Parent Teacher Associations – Municipal Level

According to PTA members met during field visits, PTA have acted as trainers of PTC, coordinators and facilitators between PTC and between PTC and other organisations. Gradually, the role of PTA is shifting to monitoring school performance. Measuring progress in terms of child-friendliness requires a set of educational data and indicators that cover key aspects of a CFS (effectiveness, healthiness, protectiveness, community involvement). Such educational data set needs to be developed.

PTA also mentioned that they had been able to address immediate problems with drop-outs and they initiated a sensitisation activity to prevent drop-out.

Parent Teacher Councils – School Level

Through the establishment of PTC the project aims at involving parents and communities in planning and managing school improvements. PTC are composed of teachers and parents of children who are in school. Parents of children who are not in school are not represented in PTC. PTC members write strategic plans. Because it regards PTC members whose children are enrolled, strategic plans do not include views on education of parents of children who are out-of-school.

PTC mentioned that the training received from PTA has built their strategic planning skills. Most of the strategic plans focused on the improvement of the physical condition of schools or on lack of materials and equipment. It seems that 'strategic planning' has been understood as 'drawing up a list of needs' (science labs, library books, textbooks, etc.) for which PTC then write project proposals i.e., requests for finance. They seemed to be based on SWOT and not on community consultation and problem tree techniques. This may explain why 'strategic planning' by PTC is limited to problem identification focusing on problems and needs at the school and classroom level only.

Initiatives that resulted from greater parental involvement included improved heating in school, construction of path ways for easier access to school for children, providing clothes and books to children who otherwise would drop-out (in cooperation with PTA), avoiding drug and alcohol abuse, facilitating school trip for children (fund raising, organisation, etc.). Like 'strategic planning', the 'involvement of parents and communities in school improvement planning' seemed to focus on raising additional funds spent mainly on improving physical conditions of schools. This seems to indicate that 'parental involvement' is understood as asking parents to contribute to school improvements, not as a means to increase parental participation in problem analysis, identification of solutions, and setting priorities. This limited interpretation of strategic planning and parental involvement may explain why PTC have not yet been effective in addressing issues of low enrolment and retention, or relevance of education.

Not all family and community sub-groups are equally represented in PTC (women, parents with special needs children or parents of Roma origin were rarely or not at all represented in PTC, or PTAs). This may indicate that 'family' and 'community' are insufficiently seen of being composed of different sub-groups such as mothers and fathers, or, parents of children not in school, parents with special needs children, parents of different ethnic, economic, cultural backgrounds, etc.

Being able to distinguish sub-groups in a community is important for PTC members because each sub-group has its own perception on the relative importance of education. These perceptions determine on how long boys, girls, disabled children, and children from different ethnic or socio-economic backgrounds should be educated. They, therefore, determine whether parents of a sub-group send their child to school or how long it will remain there. PTC members need to be able to identify economic, social and cultural 'causes' of low participation in education with the different stakeholder groups (mothers, fathers, different ethnic groups, parents with special needs children, unemployed, etc.) when developing strategic school development plans. This community consultation process is vital for strategic plans that both address 'supply' and 'demand' of education. 'Demand' includes employability and relevance of education in relation to socio-economic needs of communities. This is especially important for pupils who do not continue education after Grade 9.

Financial Management of Schools

Schools are authorized to manage their own budget, based on a fixed amount of money per child per year. The greater part of this budget is required for recurrent costs, what remains can be used for unforeseen costs or minor investments. For bigger investments, a request for financing needs to be sent to the Municipal Education Directorate. Financial management of the school falls under the responsibility of the school principal. School Boards are authorized to decide on allocation of funds contributed by parents and others outside the public budget.

There is no link between the school's budget developed by the school principal and the school's strategic plan written by the PTC. Individual schools seek additional finance through the writing of project proposals (requests for funding). One may ask if this is a desirable way to finance education because it may have a negative impact on equality, quality and sustainability of education. Strategic school plans might be a better means to ensure sufficient funding both public and private.

Parental and community involvement in planning and management may include participation in educational data collection and interpretation, in identifying education needs of the school and the community, and in deciding on which different aspects of CFS to improve within the given budget – physical condition, teaching and learning materials, training of teachers and school principle, educational participation of minority children, special needs children, girls education, etc. This would require training in financial management – costing of activities, and considering the feasibility¹⁰, affordability¹¹ and desirability¹² of possible improvement plans.

Summarizing, all views and all CFS characteristics need to be taken into account when analysing problems and developing strategic school plans to ensure that the rights and needs of all children are adequately addressed. Parents and community members need to be actively involved in planning and managing the school, including the financing of improvements.

4.8 Sustainability

Sustainability refers to the likelihood that benefits produced by the project continue after external funding has ended. The focus is on economic and financial factors, policy support, institutional and management capacity, and ownership by beneficiaries.

4.8.1 Economic and Financial Sustainability

Given the specific situation in Kosovo, an economic growth that would generate sufficient national income to finance its main sectors, including the education sector, can not be expected in the short term. Thus, in economic and financial terms the project is not yet sustainable and will need both Government support as well as support from the international community in the years to come.

4.8.2 Policy Support

According to the Strategic Plan for the Development of Education in Kosova, 2002-2007, the Ministry aims at better education for all and, in partnership with international agents, wants to move towards European and other global educational standards. The New Kosovo Curriculum Framework (which has been developed with UNICEF as lead agency) also aims at building an education system that:

¹⁰ Feasibility - What training is required of teaching and non-teaching staff? Are there enough trainers to train our teachers? Has the estimation of time required to implement the improvements been realistic?

¹¹ Affordability - Do parents have to share in the costs? If so, what happens to the poorer groups? What other measures which might improve the school can not be taken because the current proposal exhausts all resources?

¹² Desirability - Who will benefit, for whom is the improvement (most) desirable? Who might feel left out? What would make the improvement desirable to all stakeholders?

- Is learner-friendly, fosters creativity, stimulates an integrated, holistic and constructivist approach to learning;
- Fosters pluralism, unity and diversity;
- Fosters consultation, school autonomy and accountability.

Political support for sustaining and building further on results achieved so far seems to be sufficient.

Having a negative impact on sustainability is the parallel functioning of education structures in respect to Kosovo Serbian community and the lack of political support for the educational reform process within Serbian areas of Kosovo. Because issues related to education are highly politicised, educational reform initiated by the MEST is still being opposed both by Belgrade as well as by the local community. In this situation, qualitative and non-political initiatives like the CFS project from UNICEF were accepted by Kosovo Serb education community as a 'way around' the existing political obstacles which could upgrade the quality of teaching and learning processes. In this respect, and with valuable participation of Kosovo Serb education community, the CFS project has avoided that the Kosovo Serbian education system is cut off completely from (European) developments in education. However, without external donor support and initiation of genuine discussions between two Ministries of Education (Pristina and Belgrade respectively), the education reform process and its up to date achievements can not be sustained because of lack of political support.

4.8.3 Institutional and Management Capacity

CFS have been defined operationally in terms of physical access for all children to education that is interactive and child-centred, that respects child rights, and that takes into account the perspectives of families and communities. This definition emphasizes both educational supply and demand – school improvement and teacher training addressing the supply side of education, building partnerships between schools and communities as a means to address questions on educational demand.

Development of a demand driven education system that ensures quality education for all children requires a decentralized organizational structure. The development of such structure has been supported through the establishment of PTC, PTA, regional and national task forces (institution building), as well as training of school principles, PTC and PTA members (management capacity building). Partnerships have also been established between the MEST and other Ministries.

4.8.3.1 Horizontal Partnerships

The CFS pilot project has led the foundation for increased community involvement in the school and for enhanced participatory leadership of the school principle. High community involvement in the school and effective school leadership and management are particular important because of specific conditions in Kosovo. Effective schools are able to ensure high levels of learning despite the fact that students come from families with limited education, pre-service training of teachers has not been adequate, and teaching-learning materials are lacking. Mobilization of community resources may compensate for insufficient resources provided by the national level.

Establishment of PTC, PTA and training of its members and of school principals aim at enhancing parental and community involvement in school planning and management, making schools and communities responsible for achieving their education goals through improving school conditions and / or the school context.

Since the start of the CFS pilot project, the MEST has initiated the establishment of School Boards (SB) at the level of the school. According to Law 2002 / 2, School Boards are authorized to decide on allocation of funds contributed by parents and others outside the public budget. PTC, PTA and SB and other horizontal networks facilitate collaboration for improving education.

At the national level, collaboration has also been encouraged between the MEST and the MOH and MESP. An inter-ministerial working group was created to improve the healthy school initiatives. Efforts are also made to inform the public about health and environmental issues, and health experts have been involved in the process of curriculum development.

4.8.3.2 Vertical Partnerships

During the second year of the CFS project implementation, a national Task Force had been established and after a year it was decided to establish a regional network. As a result, six Regional Task Forces have been established. They comprise school principals, NGO representatives, PTC / PTA members, representatives of municipal and / or regional offices of education. A National Task Force had been established as well. Through task forces, local (school-community), regional and national levels of the education system have been linked. These vertical structures are also required to facilitate collaboration and to (further) encourage participation.

The aim of Regional Task Forces (RTF) is to strengthen strategic planning capacity and to enhance cooperation between educational levels. Starting with 'project proposals' developed by individual schools, one overall project proposal is expected to be developed, encompassing needs of different schools. Questions to be answered by the RTF include "What is the common problem all proposals try to address, albeit through different solutions?", "How can one go from the specific (school level), to the more general (regional level)?" Developing capacity in policy-development and planning at regional level is an important means to ensure sustainability and to foster cooperation and participation.

Another possible function for RTF and NTF is to communicate information from the MEST to school principals, teachers, and communities, and to bring information from the school and community level upwards. Information on national educational policy, strategies and budget needs to be communicated to the schools. Policies and strategies provide schools the long-term vision within which improvements have to be planned. Information on available resources gives schools an idea on financial limitations and helps them to set priorities and assess the need for additional resources.

Adequate supervision and support can only be provided if education officers keep track of what is going on in 'their' (group of) schools. However, only one regional officer reported on the conduct of a study on performance of Grade 4, 6 and 8 students of 10% of the schools in his region. The report provided him with information on classroom, school and municipality level. This information was used to discuss school performance with school

directors, teachers, and with MED and to decide on how to best support the weakest schools / municipalities.

4.8.4 Ownership

The CFS pilot project provides another way to ensure sustainability – enhancement of the sense of ownership of the CFS concept that has been built so far. The strength of the CFS project lies in its bottom-up approach. At the school and community level, people have been trained and partnerships have been built. School and community level stakeholders have piloted participatory ways to plan and manage the school, inclusion of children of different abilities and of different socio-economic and ethnic background in school, and interactive teaching methods. Possibilities and impossibilities of introducing change have been explored and lessons have been learned.

Ownership of the CFS concept may be further enhanced by tackling a key problem that has not been addressed yet, the building of an education management information system. Schools are currently collecting educational information. It regards 'traditional' data required to assess the internal efficiency (enrolment, repetition, and drop-out rates) and the quality (test results of students, etc.) of the education system. School principles, PTC and teachers may be asked to extend the current set of educational data with ones that help them to measure progress in creating a CFS. It regards indicators that would help them to measure the extent to which the school has become more 'protective', 'healthy', regular classes more 'integrated', or teaching more 'interactive and child-centred'.

5 Observations and Recommendations

5.1 Progress, Relevance, Efficiency, Effectiveness

Progress has been made in introducing CFS characteristics in 83 out of 800 schools (10%) in Kosovo. School and community level stakeholders have piloted participatory ways to plan and manage the school, ways to include children of different abilities and of different socio-economic and ethnic background in school, ways to make schools more protective and healthy, and ways to engage students actively in the teaching and learning process.

Pilot project interventions were *relevant*. Through training programmes, school principles, teachers, parents and students learned to identify and deal with traumatic experiences, build self-esteem and self-confidence, and improve communication skills. Training in peace education, psycho-social skills and tolerance building has contributed to address post-war problems children, parents, schools and communities were facing after the war. Addressing these issues was necessary to create favourable conditions for children to learn.

The *efficiency* of project implementation (use of available resources in achieving expected results) may have suffered because of the time-span of support provided. Creation of CFS requires a long-term commitment of all stakeholders involved (in terms of policy-making and policy-support, provision of financial and human resources, professional development). It is difficult to build such commitment if stakeholders are uncertain about continuation of activities due to short-term instead of long-term support.

Resources might also have been more *efficiently* used if a single, agreed set of operational definitions of key components had been developed and monitoring indicators defined. Without these, harmonization of interventions could not be ensured. Each implementing partner and technical advisor has given their own interpretation to key components of the CFS concept, such as, 'community involvement', 'strategic planning', 'leadership', 'interactive learning' and 'integration of children with special needs'. Interpretations determined type and focus of interventions and content and method of training seminars and programmes. As a consequence, interventions have been fragmented and were not always effective:

Community Involvement

- The interpretation or understanding of 'parental and community involvement in school planning and management' has been limited to parental and community representation in PTC and PTA. The necessity of active parental and community involvement in identifying causes of problems such as low participation and retention of RAE children was not recognized by the majority of school principles and PTC / SB members spoken with;
- Not all family and community sub-groups are equally represented in PTC (women, parents with special needs children, or parents of RAE origin were rarely or not at all represented in PTC or PTA). 'Family' and 'community' are insufficiently seen of being composed of different sub-groups such as mothers and fathers, or, parents with special needs children, parents of different ethnic, economic, cultural backgrounds, etc. Schools (PTC) are not at all in touch with parents whose children are not in school whereas they are an important target group when aiming at education for all;

- 'Parental involvement' seems to be understood as asking parents to contribute (in cash or kind) to school improvements, not as a means to increase parental participation in problem analysis, identification of solutions, and setting priorities. This limited interpretation of parental and community involvement may explain why issues of low enrolment and retention, or relevance of education have not been addressed effectively.

Strategic Planning and Leadership

- Most of the strategic plans focused on the improvement of the physical condition of schools or on lack of materials and equipment. It seems that 'strategic planning' has been understood as 'drawing up a list of needs' (school fences, science labs, library books, textbooks, etc.) for which PTC then write project proposals i.e., requests for finance. No, or few plans addressed issues of low enrolment and retention, or relevance of education.
- Educational information is collected at the school level but school principals / PTC do not use the information for evaluating the performance of their school. Municipal or regional level administrators do not evaluate performance of the education system (schools) in their municipality or region. Information on school performance (or lack of it) is, thus, not used when strategically planning school improvements;
- There is no link between the school's budget developed by the school principal and the school's 'strategic plan' written by the PTC. Individual schools seek additional finance through the writing of project proposals (requests for funding). One may ask if this is a desirable way to finance education because it may have a negative impact on equality, quality and sustainability of education. Strategic school plans may be a better means to ensure that funding is used for achieving those improvements that are in line with the long-term goal of creating CFS.

Interactive Learning, Integration of Children with Special Needs

- Teachers were able to state the principles (the 'why') of new teaching and learning but application of theory turned out to be more difficult. Only few teachers observed demonstrated an effective use of new methods (didactics) such as group work. It is clear that achievements are not yet sufficiently consolidated within the classroom environment;
- Some school principals report on regular teacher meetings to exchange experiences but little or no classroom based support has been provided (observations, feedback, etc.);
- Classroom observations in attached classes indicated that teachers are able to engage children with special needs in activities but children were not really challenged. Children were exposed to exercises and learning materials but the teachers did not seem to create demanding learning situations based on an individual diagnosis of learning ability;
- Integration of students with learning difficulties in regular classes is even more challenging. Teachers need to master teaching methods, such as, working with mixed-ability groups or small group-work to achieve specific learning objectives (peer teaching, cooperative learning). Without teachers having the appropriate teaching skills, one may question the effectiveness of integrated classes.

Effects of each of the seven separate pilot project activities are visible at the school level (cleaner and more child-friendly school environments, a more active role of parents in the education of their children, more open relationships between teachers and students,

classes for children with special needs, etc.). However, classroom observations revealed less positive results. Only few teachers were able to apply new skills and methods for interactive teaching and learning or to effectively work with children with special needs.

Each pilot project focused on only one or two 'entry points' of the entire CFS concept and none of the pilot and peer schools has introduced all CFS characteristics yet. 'Effective, healthy, protective schools in which families and communities are actively involved' have not been created, the project's purpose, therefore, not achieved. Thus, the CFS initiative project's overall strategy has not been *effective* yet and a full and shared understanding of the concept still has to be built.

The CFS initiative has, however, laid the foundation for a decentralized and participatory approach to educational development. Project activities have built institutional and management capacity at the school and community level through the establishment of partnerships and networks (PTC, PTA, RTF, NTF, inter-ministerial group) and through training of its members and of school principles in leadership skills and strategic planning. Different ways of creating a child friendly school have been tried out at the school level and schools do have a fair understanding of the possibilities, impossibilities, and desirability of several aspects of 'child-friendliness' at the school level. Collaboration, however, with partners at municipal and regional level or outside the education sector to develop basic education is still at a very initial stage.

The understanding of the CFS concept as mainly a 'school' concept needs to be broadened. CFS need to become understood as means to give the entire community (society) responsibility over children's development. School and community actors need to be enabled to develop schools (basic education) within the context of their community. An excellent entry point to do this is the broadening of current school development planning skills of school and community actors. They need to be enabled to develop schools (basic education) within the context of their community and community development.

Strategic improvement plans and annual school performance reports need to become available for Municipal and Regional Education Officers / RTF. Plans and performance reports contain information regarding education problems and solutions as perceived at the community and school level. To make full use of this information regarding the demand for education by national level decision-makers, MED, RED / RTF members need to have the skills and the tools to bring this information up into the education system.

5.2 Recommendations – From Piloting to Development of Education

Key findings have been discussed during a workshop in which stakeholders of all levels of the education system and NGOs participated (see Annex 7 – workshop programme). To facilitate and focus the discussion, evaluation findings had been related to 'key functions and tasks of the Ministry of Education, municipal and regional offices, and schools' (see Annex 8 – overview of functions and tasks). The workshop results revealed a strongly felt need to stream-line 'fragmented' efforts, strengthen collaboration between levels, and to increase the effectiveness of interventions. Participants also expressed an interest in expanding the CFS concept over Kosovo.

5.2.1 Partnerships in Educational Development

The strength of the CFS initiative lies in its recognition that performance of the education system is determined by the performance of individual schools and that the effectiveness and efficiency at local level may be improved by making the school responsible for the management of the school and its resources. CFS activities have, therefore, (mainly) been focusing on 'the school' – its actors (school principles, teachers, pupils), its infra-structure and environment, on building partnerships between schools and the community (Parent Teacher Councils and Associations, School Boards).

Holistic development of children, ensuring that children's basic needs are fulfilled, that they are healthy and that their rights are respected are issues that can not be addressed by the school or schooling alone. It also requires partnerships and effective collaboration between school/ communities and higher levels of the education system as well as with partners out-side the education sector. Whereas such partnerships¹³ have been established, collaboration with partners at municipal and regional level or outside the education sector to develop basic education is still at a very initial stage. Best practices and lessons learned from the pilot interventions may now be used to further build such partnerships and improve cooperation.

It is recommended to:

- Clarify roles, responsibilities and tasks of school, municipal, regional, and national level administrative officers. Clarification of tasks may best be done in a participatory way, with all stakeholders actively involved in the process;
- Clarify roles, responsibilities and tasks of students and student councils, parents and PTC, PTA, communities, other local partners, NGOs and regional and national task forces;
- Clarify the type and degree of collaboration, participation, involvement and partnerships which exist between 'the school' and the larger community (horizontal and vertical partnerships, use of media);
- Assess effectiveness of current mechanisms for educational finance and to address issues of ineffectiveness;
- Transfer decision-making authority to the administrative level that is closest to the source of information;
- Strengthen communication and information exchange to ensure that decision-makers at one level do have information about the effects of their actions on the level immediately below.

5.2.2 Participation in Educational Development

Planning and management of education is most effective when the persons with most information about the particular situation have the authority to decide how to best improve it (within objectives set at a higher level, for instance, CFS). For example, teachers are the persons who have the most information about students' progress in learning. They, therefore, are best placed to decide which methods to use, and the pace and sequence of lessons. Whereas teachers know more about teaching and curriculum, parents know more about local values and economic requirements of the community. Hence the importance of partnerships.

¹³ Regional and national task forces, inter-ministerial partnerships (MEST, MOH, MESP)

To increase school and community participation in school planning and management, school principals and PTC / SB members need to have the skills to collect and analyse relevant local level information. Their leadership and strategic planning skills need to be complemented and enhanced with skills in diagnosis of local educational conditions, needs, priorities and resources, educational finance, and evaluation skills. School and community actors need to be able to write reliable school performance reports and effective school improvement plans.

Municipal and regional level capacity needs to be strengthened as well. Task force members and MED and REO need to be trained in educational situation analysis, consistent, systematic and integrated data collection, analysis and use. They also need training in educational finance – how to allocate resources over municipalities or schools and for what purpose. Municipal and Regional Education Officers need to be able to effectively use information from both the local and national level to adequately supervise and support the development of education in their municipality or region.

Linking school improvement planning to the development of municipal and regional educational policy and strategies, will endorse the grassroots, demand-driven perspective of school improvement plans at the municipal and regional level. To include municipal and regional levels in taking responsibility over the development of children, **it is recommended to:**

- Decide to what educational level decision-making authority should be devolved;
- Further train school and community actors in developing school improvement plans (basic education) within the context of their community. It regards training in diagnosing local educational conditions, needs, priorities and resources and in writing a development profile of the community including the role of education in the development process;
- Train RTF members, MED and REO in diagnosing educational conditions, needs, priorities and resources in their municipality or region and the role of education in the development process. This training needs to be linked to the further training of strategic planning skills at the school and community level;
- Train RTF members, MED and REO in developing education policy and strategies that are cost-effective and affordable.

5.2.3 Use of Educational Information

Educational information is collected at the school level but knowledge on the purpose of data collection and analysis in light of educational objectives seems weak. There is little or no evaluation of the performance of the system at school, municipal, or regional level. Consequently, previous decisions taken can not be associated with present results.

RTF members, MED, and REO need to ensure that information from higher levels reaches all schools. They also need to ensure that reliable information from communities, teachers and school principals reaches the MEST. Making school and local administrators heard at the national level helps to ensure that the MEST is aware of what is really going on in schools. This requires that important facts about schools are communicated to the MEST on a regular and timely basis.

Measuring impact or (cost-) effectiveness of interventions, setting priorities, coordinating efforts, and taking long term, strategic decisions requires a monitoring system. Such

system needs to be based on the information needs of school, municipal and regional level administrators (what decisions do they make and what information is needed). For instance, schools are expected to become more child-friendly in terms of effectiveness, healthiness, protectiveness and community involvement. They also have to address the needs of the individual student. REO need to ensure that schools in their region provide equal access to child-friendly education. And they need to relate education and regional socio-economic development.

It is recommended to:

- Develop a set of educational data and indicators that cover key aspects of a CFS (effectiveness, healthiness, protectiveness, community involvement) with school, community, municipal and regional level stakeholders ('on-the-job training'). This exercise will also develop a full and shared understanding of all CFS characteristics by all stakeholders involved. 'Shared' understanding of the CFS concept will facilitate the harmonized development of policies and strategies ('where do we want to be') at school, municipal, and regional levels, in line with the national vision on educational development (CFS, NKCF);
- Collect base-line information on current levels of child-friendliness (where are we now?) at school, municipal, regional and national level;
- Develop a comprehensive monitoring system based on information needs of its users with school, community, municipal and regional level stakeholders ('on-the-job training');
- Use the indicators to see if 'we have arrived already' – monitor and evaluate the performance of schools, municipalities, regions and Ministry in terms of 'child friendliness' of schools and the education system as a whole;
- Further enhance data-analysis (quantitative and qualitative), decision-making and financial management skills of school, municipal and regional administrators (including community mobilisation and consultation skills);
- Train parents and community members in financial management and involve them actively in educational data collection and interpretation, in identifying education needs of the school and the community, and in deciding on which different aspects of CFS to improve within the given budget – physical condition of the school, teaching and learning materials, training of teachers and school principle, educational participation of minority children, special needs children, girls education, etc. (whole school development).

5.2.4 Planning Implementation

Creating CFS needs to be considered as introducing a major education reform which will take years to achieve. Furthermore, the CFS concept has been developed by UNICEF (HQ) and its introduction, therefore, a 'top-down' intervention. Consequently, beneficiaries and other stakeholders need to absorb the concept, make it 'their own', and give it shared meaning. To do this, they need to be given time and opportunity to make the concept fit the (different) context(s) in Kosovo. It is, therefore, important that sufficient time is given to implement the CFS concept gradually with the different stages of implementation planned in a progressive and coherent way.

It is recommended to:

- Develop an implementation strategy i.e., plan the different stages of introducing the key characteristics of the CFS concept nation wide;

- Develop an implementation strategy for each characteristic – improving school infrastructure, improving participatory school improvement planning and management, teacher training, etc:
- Take the current situation as a starting point for the development of training programmes, not the latest developments in interactive learning theory. Training needs to build on existing teacher competencies, be practical and provide teachers with tools and techniques that enable them to introduce changes that are a first step towards the desired, long-term end result.

5.3 Action Plan

Recommendation	Time-Table (in 3-monthly periods)												Responsible	
<i>Strengthen and further develop horizontal and vertical partnerships for educational development</i>														
Clarify roles, responsibilities and tasks of school, municipal, regional, and national level administrative officers. Clarification of tasks may best be done in a participatory way, with all stakeholders actively involved in the process														MEST, UNICEF in cooperation with stakeholders ¹⁴ at all levels of the education system
Clarify roles, responsibilities and tasks of students and student councils, parents and PTC, PTA, communities, other local partners, NGOs and regional and national task forces														MEST, UNICEF in cooperation with stakeholders at all levels
Clarify the type and degree of collaboration, participation, involvement and partnerships which exist between 'the school' and the larger community (horizontal and vertical partnerships, use of media)														MEST, UNICEF in cooperation with stakeholders at all levels
Assess effectiveness of current mechanisms for educational finance and to address issues of ineffectiveness														MEST in cooperation with Ministry of Finance
Transfer decision-making authority to the administrative level that is closest to the source of information														MEST
Strengthen communication and information exchange to ensure that decision-makers at one level do have information about the effects of their actions on the level immediately below														MEST, UNICEF in cooperation with stakeholders at all levels

¹⁴ NGOs, school, community, municipal, regional level stakeholders

Recommendation	Time-Table (in 3-monthly periods)												Responsible	
<i>Strengthen and further develop participatory educational planning and management capacity at school-community and municipal / regional levels</i>														
Decide to what educational level decision-making authority should be devolved														MEST
Further train school and community actors in developing school improvement plans (basic education) within the context of their community														UNICEF, MEST in cooperation with stakeholders at all levels
Train RTF members, MED and REO in diagnosing educational conditions, needs, priorities and resources in their municipality or region and the role of education in the development process														UNICEF, MEST in cooperation with stakeholders at all levels
Train RTF members, MED and REO in developing education policy and strategies that are cost-effective and affordable														UNICEF, MEST in cooperation with stakeholders at all levels

Recommendation	Time-Table (in 3-monthly periods)												Responsible
<i>To improve information collection and use for participatory planning and management of creating CFS</i>													
Develop a set of educational data and indicators that cover key aspects of a CFS (effectiveness, healthiness, protectiveness, community involvement) with school, community, municipal and regional level stakeholders ('on-the-job training')													UNICEF in cooperation with stakeholders at all levels
Collect base-line information on current levels of child-friendliness (where are we now?) at school, municipal, regional and national level													Stakeholders at all levels
Develop a comprehensive monitoring system based on information needs of its users with school, community, municipal and regional level stakeholders ('on-the-job training')													UNICEF in cooperation with stakeholders at all levels
Use the indicators to see if 'we have arrived already' – monitor and evaluate the performance of schools, municipalities, regions and Ministry in terms of 'child friendliness' of schools and the education system as a whole													Stakeholders at all levels
Further enhance data-analysis (quantitative and qualitative), decision-making and financial management skills of school, municipal and regional administrators (including community mobilisation and consultation skills)													UNICEF, MEST in cooperation with stakeholders at all levels
Train parents and community members in financial management and involve them actively in educational data collection and interpretation, in identifying education needs of the school and the community, and in deciding on which different aspects of CFS to improve within the given budget													UNICEF, MEST in cooperation with stakeholders at all levels

Recommendation													Responsible	
<i>Plan gradual implementation of the CFS concept (within the NKCF)</i>														
Develop an implementation strategy i.e., plan the different stages of introducing the key characteristics of the CFS concept nation wide														UNICEF in cooperation with MEST and stakeholders at all levels
Develop an implementation strategy for each characteristic – improving school infrastructure, improving participatory school improvement planning and management, teacher training (<i>based on generic and subject related teacher competencies developed by the MEST</i>)														UNICEF in cooperation with MEST and stakeholders at all levels
Take the current situation as a starting point for the development of training programmes, not the latest developments in interactive learning theory. Training needs to build on existing teacher competencies, be practical and provide teachers with tools and techniques that enable them to introduce changes that are a first step towards the desired, long-term end result														MEST, UNICEF in cooperation with stakeholders at all levels

Annex 1 – Terms of Reference

Evaluation of Child Friendly School Project in Kosovo

Background: The initiative for introducing the Child Friendly School approach throughout Kosovo started in 2000 through implementing NGO partners of UNICEF/Kosovo. The Child Friendly School Initiative was designed for the purpose of introducing innovation, transition and reform in the education in Kosovo. During the initial project phase (2000 – 2002), 35 pilot schools were selected and the following interventions were undertaken:

- Schools were provided with equipment (computers, science laboratories, photocopy machines, TV/Video sets, sports equipment)
- Water/ Sanitation upgrading
- Training of school directors, teachers, children and community
- Inclusion of special needs children

In 2003, 48 additional peer schools were added with the objective to expand the child friendly concept throughout Kosovo.

UNICEF, in collaboration with MEST and other partners, have been seeking to use Child Friendly Schools for the following purposes:

- Curriculum reform and the introduction of human rights and life skills into the curriculum. Under the general heading of human rights and life skills the following contents need to be introduced into schools: peace/ tolerance education; children's rights and health education. (N.B. UNICEF served as a leading agency for mine/UXO awareness raising at school level, which terminated, with a great success, in 2002).
- Inter-active learning: There is a need to introduce new teaching techniques into schools. Inter-active learning is a set of teaching techniques that are child-centered and encourage participation in learning.
- Teacher training: Most teachers have had no in-service training during the last 10 years. Teachers in Child Friendly Schools will be trained not only in the new subject areas and teaching techniques but also in training others. These teachers / trainers will then go to other schools to train their colleagues, thus accelerating in-service training and multiplying the effect of innovations first introduced in Child Friendly Schools. (N.B. During 2000 – 2002, two hundred teachers and school directors were trained. In 2003, 48 peer school teachers and children were trained by the 35 pilot school teachers/ children.)
- As part of the curriculum reform an expanded vision of education will be put in place, which includes pre-school initiatives, activities for children who dropped-out from the system and inclusive approaches for disabled children.

The following project activities have been implemented through the Kosovo Education Centre (KEC), Catholic Relief Service (CRS), Care International (CI), Kosovo Forum of Women (KFW), EducAid, World Vision (WV), Friends of Children (FoC):

School-based Management and Planning

The development of school-based management plans, one of the key components of child-friendly schools, has contributed to encourage local innovation and initiative to improve the management and utilisation of school resources. Strengthened capacity of school directors stimulated the participation and sense of ownership by teachers, communities and children in children's learning.

Child-friendly learning environments are introduced in pilot schools with strong support from the directors due to their increased knowledge of child rights. NGOs assisting child-friendly schools such as "Friends of Children" in Mitrovica North, "World Vision" in Suhareka/Suvaroka region, "Forum of Kosovo Women" in Mitrovica South, and "Care International" in Pejë/Pec region have conducted a series of trainings on child rights for school directors, teachers and children. An outcome of these training activities on child rights is the significant change in approaches of directors and teachers towards children in school.

Training for Teachers and School Directors

Training of teachers is one of the most positive aspects of the project, resulting in observable changes in teachers' attitudes towards children's learning. Qualitative changes were observed in lesson planning and teachers' closer attention to students' individual needs and interests. Most classrooms in pilot schools have been rearranged to provide more room for student's active participation while students have started to express themselves more freely and show initiative in creating their own learning. More frequent interaction has taken place not only between teachers and students, but also among students themselves. Trained teachers have become certified ToTs and they act as resources for expanding the child friendly concept to other schools (peer schools).

Other training activities to facilitate exchange of information and experience among school directors and teachers took place in pilot schools and five Regional Didactic Centres. It has increased the demands and interests of teachers from non-pilot schools which should be encouraged in future as a basis for replication of the child-friendly school initiative throughout Kosovo.

Inclusive education approaches

The inclusive education of children with difficulties (disabled children) has been expanded in various ways: the implementing NGO, EducAid, has extended its collaboration to two other NGOs (World Vision and Catholic Relief Services) and thus project coverage has expanded from 2 to 6 municipalities. EducAid has also developed a local structure, comprised of teachers and students, to become involved in the project. This type of local capacity building has opened a perspective of transfer of expertise from internationals to locals and thus ensured the sustainability of the project.

Education for children from minority communities : Considerable progress was made when MEST created a steering committee on Minority Education, with participation of the K-Serbian northern part of Kosovo. For the first time after the conflict, the representatives from the Serbian community could enter in the Ministry building, and participate in the meetings. This is a really significant outcome of UNICEF's efforts to promote inclusive education.

UNICEF provided support to a Roma Community Centre, Cesmin Lug, in Mitrovica North to encourage the integration of minority children into the mainstream school system. The Roma children faced serious constraints, often related to parents' low interest in their

children's education. As many adults in the community are illiterate themselves, they did not see any value in education opportunities for their children. However, with the introduction of pre-school education services and primary-school programmes, parents' attitudes are changing gradually. A total of 30 children under age 7 who participated in pre-school programme have improved skills for self expression through games and plays. Children were also provided with a basic learning programme to get ready for integration into primary school.

At the multiethnic school in Rahovec/Orahovac town, the art classes organised for Albanian and Serbian pupils resulted in multiethnic art exhibitions (two in 2002 and one in May 2003), which were hosted by community members, school principals and teachers from all three Albanian, Serbian, Roma and Ashkalija communities living in Rahovec/Orahovac. In Semetisht/Semetist and Dolloc/Dolc, multi-ethnic Parents-Teachers Associations became functional. A working group consisting of 8 Serbian, 8 Albanian and 8 RAE representatives was formed and commenced regular weekly meetings. The goal of these meetings was to facilitate discussions and find ways in which children from all three communities could attend classes at the same community school. RAE children have joined the classes in the multi-ethnic school, while all attempts to bring Serbian children to the school have not yet proved successful. The main concern of the Serbian community as mentioned at all meetings is the security of their children due to limited freedom of movement.

Similar activities were organised in four schools in Pejë/Pec region in collaboration with Care International. CARE organised training workshops focusing on the role of schools and teachers in conflict resolution and tolerance building among students, and communication between teachers and students, families and the school, and the community and the school. The schools in Pejë/Pec also established PTAs through which parents' participation in children's school life was encouraged. In total, 234 participants from pilot schools Vaso Pashe Shkodrani, Perparimi, Syle Alaj and Edmond Hoxha in Pejë/Pec region have actively participated in training workshops and were awarded certificates after completion of modules of the training in the following subjects:

- Interpersonal communication and self-expression skills
- Management, constructive conflict resolution
- Peace and tolerance importance
- Child rights, human rights and democracy

Community participation - Despite community support for education during the conflict in Kosovo, interest and direct involvement of communities and parents in school life have reduced significantly since then. In this context, local and international NGOs support project initiatives aimed at sustained parental and community involvement in children's school issues and activities. After the initial meetings with school directors of 14 pilot schools, Catholic Relief Services (CRS) has facilitated the establishment of PTAs in each school, which resulted in active participation of 196 members, (of which 32 per cent are women). CRS organised training "How Schools Can Promote Parental Involvement" to teachers in Prishtinë/Pristina Gjakovë/Djakovica, Pejë/Pec and Gjiilan/Gnjilane. Participants were exposed to issues of benefits of parental involvement in schools and awareness of how this is being carried out in other countries. Practical ideas were shared with parents and teachers on how to work together for the benefit of children's education and a vivid understanding of how school-based parent-teacher councils and municipal-level bodies can and are functioning in Kosovo.

Training in strategic planning was provided to all pilot schools and a framework for PTAs developed through a series of training workshops enabled parents and teachers in pilot schools to understand their critical role in school initiatives and in the development of a child-friendly learning environment.

The expertise and experience of “Friends of Children” (a Serbian NGO with a branch in Kosovo) in promotion and advocacy of child rights has led to substantial mobilisation of different stake holders in the creation of child friendly learning environments in the complicated and complex situations of northern Kosovo. Training modules developed with the participation of teachers, principals, parents and students were used for increasing the knowledge of all to improve the quality of education for children.

The NGO “Forum of Kosovo Woman” provided extensive support to 4 pilot schools in Mitrovica south in the promotion and development of participatory school management mechanisms to introduce innovative teaching and learning practices in their schools.

The purpose of the evaluation: The purpose of the evaluation is to provide a comprehensive overview of UNICEF-supported CFS project and its activities in Kosovo. It is expected that the evaluation will better define the CFS concept in operational terms and also yield evidence on the impact of CFS on increasing access, improving quality, and achieving learning outcomes (literacy, numeracy and life skills). The results of the study will provide input to education programming, and help to gain a full understanding of the operational definition of CFS within a given context and policy development to the MEST. It will also guide the Ministry of Education, Science and Technology and other education stakeholders to design programmes that position education activities within the context of child and adolescent rights, including participation and embrace is as a national education policy.

The purpose of the evaluation is to review CFS interventions in 35 pilot schools and 48 peers schools throughout Kosovo in order to identify specific experiences and provide in-depth research. In particular, the evaluation will focus on the following aspects:

- relevance
- impact
- efficiency
- effectiveness
- sustainability

Specific Tasks:

1. Undertake a desk review and collect relevant documents on different CFS experiences in Kosovo. This will include an analysis of progress and annual reports, monitoring tables as well as existing and evaluations carried out by NGO partners.
2. Provide a set of recommendation for the MEST to adapt child friendly school concept as a policy and expand to all schools in Kosovo.
3. Document CFS initiatives representing various geographic/administrative regions of Kosovo.
4. Highlight and document the best practices
5. Provide recommendations for continuation and sustainability of Child Friendly School initiatives to the MEST. UNICEF and all education stakeholders Kosovo wide.

Suggested Methodology:

1. Desk review

2. Field research to provide a description of programme activities that illustrate good practices and lessons learned.
3. Interviews, focus group discussion and field visits with the MEST, NGOs, UNICEF, Central and Regional Child Friendly Task Forces.

Partners:

Ministry of Education, Science and Technology, Central Child Friendly Task Force, Regional Child Friendly Task Forces, NGO implementing partners (CRS, CI, WV, KEC, KWF, FoC, EducAid), Institute of Public Health.

Deliverables:

A document is required, synthesizing available information, and mapping out various experiences. This is expected to be fairly descriptive, but should provide an analytical overview of key operational elements. It could also categorize different experiences into types and approaches that might give rise to patterns that influence success or failure, such as effectiveness, relevance, and sustainability (including mainstreaming and scaling up).

Suggested Timeframe:

Duration of this evaluation will be six weeks, starting from September, 2004.

Annex 2 – People Met

Ministry of Education, Science and Technology (MEST)

Miranda Kasneci	Deputy Head Education Department
Enver Mekolli	EMIS
Sahit Berisha	Parent Teacher Councils
Llulieta	Special Needs Education
Remzi Salihu	Teacher Training
Azem Azemi	Planning and Analysis

UNICEF Office, Pristina

Aferdita Spahiu	Project Officer
Lucia Elmi	Programme Coordinator

Lypjan/Lipljane

Fadil Bhirami	CRS
Afrim Ibrahim	PTA member
Islam Ilazi	PTA core team member
Arjon Crainca	PTA core team member
PTC members	Village Ribar School “Kadri Beba”
School principle	Village Ribar School “Kadri Beba”

Ferizaj/Urosevac

Isak	PTA Board of Directors
Jusuf Bytyqi	PTA Core team member
Halime Meha	PTA Core team member
PTC members of the	Ahmet Hoxha School (one PTC member was also member of the
School principle	School Board) Ahmet Hoxha School

Rahovec/Orahovac

Rita Llulla	WV
School principle	Multi ethnic school
Rukie Kuesmiqi education	Biology, Chemistry teacher; teacher trainer for peace
School staff	Teachers
School principle	Serbian school in upper Rahovec

Drenas/Glogovac

Valbona Habipaj	EducAid programme officer
Vlona Bllaca	EducAid Trainer / student in psychology
School principle	28 Nentor Primary School
Teacher	Special needs class
	Observation of special needs class
	Observation of integrated class

Suharekë /Suvareka - Prizren/Prizren

Lumnige Shala	EducAid Trainer / student in psychology
School principle	11 Marsi Primary School
Teacher	Special needs class
Teacher	Teaching regular and special needs children, integrated class
Teachers (9)	7 Marsi Primary School

Prizren/Prizren

Emin Duraku	School principle Mexhdet Kuqani School (non-pilot school)
Regional Task Force	1 Inspector
	6 School Principles
	1 representative of Directorate of Education
	1 Member of the PTA Board of Directors
	1 CRS staff
	1 WV staff

Prishtinë /Pristina - Obiliq/Obilic

Naim Frasheri School	Observation of special needs class
	Observation of integrated class, laboratory

Sahare Recia	Teacher trainer EducAid
Pedagogue	Pandeli School
Special needs teacher	Pandeli School
Teacher integrated class	Pandeli School
Trained teachers (3)	Pandeli School
	Observation of special needs class
	Observation of integrated class

Mitrovica South

School principle	Pilot school
Naxhije Kabasi	Head of KFW, School principle
Regional Education Office	1 Staff member, member of regional task force

School principle	Peer school
	Observation of regular class, mathematics, Grade 8

Pejë/Pec

Sigrid Mauer	Care International
2 Care staff	Care Office Peja
School principle	Edmond Hoxha School
Pupils	Edmond Hoxha School
Teachers	Edmond Hoxha School

Teachers	Jusuf Girvalla School
	Observation of multi-ethnic class

Suharekë/Suvareka

School principle	Flamur I Arberit School
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Pejë/Pec

Education development officer	Regional Education Office
School principle	Multi-ethnic school
Female teachers, parents	Multi-ethnic school (focus group discussion)

Zubin Potok/Zubin Potok

School principle	Jovan Cvijic School
Deputy school principle	Jovan Cvijic School
Teachers attached class	Jovan Cvijic School (classroom visit)
	Observation of active learning out-door teaching

Mitrovica North

School principle	Kindergarten
Teacher	Kindergarten

Priluzhje/Priluzje

Teachers	Vuk Karadzic School
Pedagogue	Vuk Karadzic School
	Classroom visit

Annex 3 – Documents Studied

- Annual Report, UNICEF, 2000
- Annual Report, UNICEF, 2001
- Annual Report, UNICEF, 2002
- Annual Report, UNICEF, 2003
- Education Programme Review, UNICEF / MEST, 2001
- Annual Review Meeting Education Programme, UNICEF / MEST, 2002
- Education Programme Mid-Year Review, UNICEF / MEST, 2002
- Child Friendly School Project, Annual Review Meeting, UNICEF / MEST, 2002
- Annual Review, PISG and UNICEF Kosovo Programme of Cooperation, 2002 – 2004
- CARE Kosovo, Sharing Responsibility Towards Education Progress in Kosovo Project, Progress Report, 2003
- CARE Kosovo, Sharing Responsibility Towards Education Progress in Kosovo Project, Progress Report, 2004
- CRS, Kosovo Education Programme, Mid-Term Review, 2003
- CRS, Kosovo Semi-Annual Report, 2004
- FOC, Child Friendly School Report, 2002
- FOC, Child Friendly School Report, 2003 / 2004
- KEC Interactive Learning, Final Report, 2003
- WV Kosovo Child Friendly Schools Programme, Semi-Annual Report, 2003
- The Child Friendly Schools in Kosovo, Conceptual Framework, 2001
- The New Kosovo Curriculum Framework, Department of Education and Science, 2001
- Education Assessment physical conditions of school buildings, 1999
- Core Commitments for Children in Emergencies, UNICEF, 2004
- Situation Analysis of Children and Women in Kosovo, UNICEF, 2004

Annex 4 – Characteristics of CFS and NKCF

CFS ¹⁵	NKCF ¹⁶
Schools are effective:	Schools are learner-friendly, foster creativity, stimulate an integrated, holistic and constructivist approach to learning:
Education in CFS is holistic, effective and caring;	Schools provide an environment to develop knowledge, values, attitudes and skills;
Children in CFS acquire the knowledge, intellectual capacities and skills necessary to effectively manage their lives, interact with others;	Schools ensure that young persons are able to make use of acquired knowledge in real life situations;
CFS provide support and respect to the teaching profession and for skill development of teachers;	Schools ensure coordination, coherence and continuity of the learning process across different grades, key stages of the curriculum and formal levels of education;
Teachers are able to create learning environments, bring curricula to life and develop children's self-confidence. Teachers understand child development, the learning process and how to manage strategies and curriculum to teach children;	Schools deliver education in a flexible way (school timetable, resource allocation);
	Schools chose methods and approaches that are appropriate to meet the need of students, local resources and traditions;
	Schools provide subject and cross-curriculum approaches;
	Teachers plan education activities, select and adapt teaching aids taking into account the specific interests and needs of their students;
	Teachers engage themselves in a broader consultation process;
Schools are healthy	
CFS are concerned with access to healthy environments, good nutrition, freedom from infection and disease;	
Schools provide a protective environment for children and schools are inclusive	Pluralism, unity and diversity
Children are secure and safe;	Schools respect children's right to quality education;
CFS guard against behaviours that put children at risk;	Schools empower children and young people to be aware of their rights and to act responsible in order to ensure that human rights are observed and respected in daily life situations
Teachers pay attention to the well-being of children;	Schools instil a respect for human dignity and contribute to the well-being of society without endangering the democratic functioning of society and the environment
CFS promote children's rights, ensure access to	

¹⁵ Child Friendly Schools in Kosovo, Conceptual Framework, 2001

¹⁶ The New Kosovo Curriculum Framework, MEST, September 2001

education of all children;	
CFS promote flexible, non-formal approaches to meet the learning needs of otherwise excluded children;	
Family and community involvement and participation in schools	Consultation, school autonomy and accountability
School leadership is committed to learning, mutual support;	Schools are autonomous and actively engaged in the planning and management of curriculum provisions for their students;
School leadership encourages participation of different actors (including children) in effective school management;	School principles and teachers are accountable for the quality education of their pupils to pupils, parents and the community;
School management carries out regular analysis, monitoring, negotiation and decision-making among staff, students, parents and community;	
Children participate in school management and decision-making including girls, minority children, children with disabilities;	
CFS encourage participation by families and reach out to them through programmes in the community.	

Annex 5 – Interview Topics

Semi structured interview topics with stakeholder and stakeholder groups have been based on the four key characteristics of a Child Friendly School:

- Schools that are effective - Teachers that apply interactive learning methods and that are able of creating a child-friendly teaching and learning environment;
- Schools that are healthy – Has a safe, clean and well kept school building and school environment;
- Schools that are protective – The school includes all children, also ones with special needs and fosters the rights of children;
- Schools that involve parents and communities – Parents, community members, pupils, teachers are involved in school improvement planning and management.

School and Community Level Stakeholders

Background information on the school

What support has been provided?

Key differences before and after project activities

How does the school principle, PTC, PTA members see their role / responsibility in achieving (components of) CFS?

- What is it we are concerned with (what do they do)?
- What should we deliver?
- How are we delivering it?

Communication, information sharing and exchange:

- With whom do they work together – Regional Education Offices, municipality, schools, etc.?
- How, and for what purpose?
- Strengths and weaknesses in current ways of communicating.

Changes in school management

Who are involved? How?

How many teachers have been trained, how many apply new skills?

Changes in behaviour, in relations? School principle, teachers, parents, students

Changes in school environment

Strategic plans, strategic planning. Who is involved, how?

Role of PTC, PTA, REO, MED. How is it perceived? How is it fulfilled?

Are expectations met? Why (not)?

Collection and use of data

Teachers, Classroom Level

What support has been provided? Till when?

Key differences before and after project activities

How do teachers see their role / responsibility in achieving (components of) CFS?

- What is it we are concerned with (what do they do)?
- What should we deliver?
- How are we delivering it?

Communication, information sharing and exchange:

- With whom do they work together – Regional Education Offices, municipality, schools, etc.?
- How, and for what purpose?
- Strengths and weaknesses in current ways of communicating.

Difficulties, needs

Lesson preparation and planning

Changes in behaviour, relationship with students, parents

Communication, changes

Strategic plans, strategic planning. Who is involved, how?

Role of PTC, PTA, REO, MED. How is it perceived? How is it fulfilled?

Are expectations met? Why (not)?

Collection and use of data

Ministry of Education, Science and Technology

Discussions focused on the core tasks of the MEST, required and available capacity to fulfil these tasks, perceptions on the Child Friendly School concept and possible (in)consistency with MEST views on education and educational policy development.

How does each 'unit' see their role / responsibility in achieving (components of) CFS?

- What is it we are concerned with (what do they do)?
- What should we deliver?
- How are we delivering it?

Communication, information sharing and exchange:

- With whom do they work together within the Ministry?
- For what purpose?
- With whom, what unit do they work together outside the Ministry (Regional Education Offices, municipality, schools, etc.)?
- How, and for what purpose?
- Strengths and weaknesses in current ways of communicating.
- *For EMIS / educational planning units* – Discuss data collection (including qualitative data), processing, analysis, and decision-making (in relation to creating 'CFS').
- *For educational finance expert* – Discuss mechanisms of educational finance, issues of affordability (in relation to creating 'CFS').

How to create effective and healthy schools?

- Role of teacher training / curriculum development;
- How to implement the new curriculum?
- Role of the inspection?

How to create protective (inclusive) schools?

- Role of special needs unit;
- Coordination of different actors involved in supporting children with special needs.

Classroom Observation

Lesson presentation / Methods used

Questioning techniques

Classroom organisation

Classroom interaction

Classroom and time management

Motivation of teachers, of students

Annex 6 – Responsibilities of MEST, REO, MED

According to the Law nr 2002 / 2 on Primary and Secondary Education in Kosovo, key responsibilities of the national, regional and municipal level include:

MEST

- Planning, coordination and monitoring the development of pre-primary, primary and secondary education in Kosovo in consultation with the municipalities;
- Establishing and progressively developing the content of public education, in cooperation with the teachers and experts;
- Determining and reviewing central methodology and subject syllabus, objectives and learning targets for each subject of the core curriculum;
- Approving school-based curricula on the recommendation of the SEO for each municipality;
- Issuing guidelines on language education;
- Issuing instructions on assessment of pupils;
- Regulation of teacher training;
- Approving textbooks according to an open and competitive procedure;
- Professional control of quality of teaching;
- Inspecting educational institutions;
- Ensuring sound recruitment and employment of educational staff by municipalities;
- Appoint and employ school directors and teachers (may be delegated to the municipalities);
- Allocation of funds to municipalities for carrying out their functions in primary and secondary education;
- Developing policies for special needs education;
- Establish a Kosovo Parent's Committee for Education which will represent the interests of parents and will be the main channel of communication and consultation between the MEST and parents.

Municipalities

- Maintaining and repairing school buildings and equipment including water and sanitation;
- Ensuring a safe school environment;
- Promoting social policy and public health objectives through curricular and extra-curricular events;
- Approving school holidays and school rules;
- Ensuring sound recruitment, employment and deployment of education staff;
- Allocating funds to educational institutions and planning and administering such funds in a cost-effective way;
- Organize safe and efficient transport for pupils;
- Keep under review the arrangements for special needs education.

School Directors

- Academic and general administration of the school;
- Arrange for the publication of the annual report on the working of the school;
- Report on activities and finances of the school to the SB

Municipal Education Director

- Managing efficiently, effectively and economically all resources related to municipal obligations and responsibilities;
- Ensure auditing of financial authority devolved to a School Board or Director.

School Boards

- Draft school rules;
- Decide on allocation of funds contributed by parents and others outside the public budget and be accountable;
- Decide on extra-curricular activities;
- Are consulted on:
 - physical development of the school;
 - school-based curricular matters;
 - municipal responses to policy and consultative documents;
 - holidays.
- Expression of views on any school matter or primary and secondary education in the municipality.

Pupil Councils

- Work towards the improvement of the learning environment.

Annex 7 – Workshop Programme

Workshop – 14 October 2004 Presentation and Discussion of Key Evaluation Findings

Participants:

30 representatives from school / community level (including PTCs, PTAs), NGOs, municipal directorates of education, regional education offices, and MEST, parents, pupils

Objectives:

- To facilitate participants' reflection on main findings of the evaluation mission;
- To reflect on key issues regarding the implementation of 'child friendly education' from all levels of the education system.

Expected Results:

At the end of the workshop, participants will have:

- Elaborated on existing (initial) knowledge and understanding of the concept of 'child friendly education' (peace/ tolerance education; children's rights and health education; inter-active learning; child-centered; school-based management and planning; child-friendly learning environments);
- Discussed (causes) consequences and possible solutions of key evaluation findings for different levels of the education system:
 - School level;
 - Municipal / Regional level;
 - National level (MEST).
- Formulated recommendations.

Methods:

- Concept mapping, diagramming;
- Small group work and discussions.

Time-Table and Content

Time	Activity	Methods and content	Resources
9.00	Introduction	<p>Explain purpose of the evaluation, refer to CFS concept;</p> <p>Explain workshop set-up and topics:</p> <ul style="list-style-type: none"> • Hand out key evaluation findings; • Hand out key functions and tasks for different levels of the education system; • Explain that participants will work in 3 groups discussing consequences and possible solutions of evaluation findings for schools, municipal / regional offices, MEST. <p>Divide participants in 3 groups.</p>	<p>Copies of hand outs</p> <p>Flip chart and paper</p> <p>Pens</p> <p>Paper</p> <p>Post-its</p> <p>Sticky tape</p>
9.30	Start group work	<p>Ask each group to identify a chairperson and a person who takes notes</p> <p>Ask each group to draw (concept map) the CFS concept</p>	<p>Flip chart paper</p> <p>Pens</p> <p>Post-its</p>
10.15	Plenary session	<p>Hang concept maps of each group on the wall;</p> <p>Ask participants to compare the 3 maps by mentioning aloud key observations;</p> <p>Facilitator notes observations on flip chart</p>	<p>Sticky tape</p> <p>Flip chart and paper</p> <p>pens</p>
10.45-11.15	Tea and coffee break		
11.15	Continue group work	<p>Ask each group to discuss consequences and possible solutions of evaluation findings for their level (making a diagramme):</p> <p>Group 1 – Changing schools – opportunities and constraints</p> <p>Group 2 – Introducing integrated and interactive teaching and learning – opportunities and constraints</p> <p>Group 3 – Institutional implications of a decentralized and demand driven approach to educational planning</p>	<p>Flip chart and paper</p> <p>Pens</p> <p>Post-its</p>
12.30-13.30	Lunch		
13.30	Present findings in plenary; Discussion; Wrap-up and closure	<p>Hang flip chart papers (diagramme) on the wall;</p> <p>Ask each group to summarize key findings and recommendations; Ask each group to indicate priority level (high, middle, low);</p> <p>Facilitator notes findings and recommendations on flip chart;</p> <p>Summarize;</p> <p>Thank participants;</p> <p>Closure</p>	<p>Pens</p> <p>Paper</p> <p>Post-its</p> <p>Sticky tape</p>
15.00-15.30	Tea and coffee break		

Annex 8 – Overview Functions and Tasks Schools, MED, REO, MEST

School level

Key Functions	Tasks
Strategic planning	Analysis of the external and internal environment of the school; Identify community 'demand' for education; Mission statement; Develop / adjust a strategic plan for school improvement
School development planning	Develop / review, with active involvement of community stakeholders, set goals, identify needs, set priorities, develop a school policy, plan, strategy, budget Set education goals, decide on appropriate methods and conditions for achieving them Work out the school curriculum; Lesson planning
Financing education	Develop and manage school budget; Mobilize community resources to compensate for insufficient resources from the central level;
Quality control / assessment	Monitor the implementation of the school development plan; data collection and analysis; Manage the human and physical resources of the school, including attendance, finance, and discipline; Provide 'on-the-job' professional support for teachers; Focusing attention of teacher on goal-directed activities; Develop a positive school climate; Setting clearly defined goals and high expectations for student learning that are accepted and promoted by teachers, students, and the community; Setting clearly defined and applied standards for student behaviour that are accepted by students and teachers Regular assessment and testing of pupil performance
Define the status of educational staff and the rules for the management of these human resources	Recruitment of staff; Staff development (identification of training needs)

Municipal Education Directorates

Key Functions	Tasks
Plan education at Municipal level using relevant educational and socio-economic data in this process	Identify socio-economic data required for educational planning at municipal level (as commonly practised in EU context) Determine availability of sources of such data at Municipal level
Write annual education performance reports	Collect, aggregate and analyse educational data and statistics collected by school; Develop CFS indicators; Both traditional and CFS information needs to give a picture on the performance of the education system at Municipal level (in terms of 'child-friendliness')
Develop education policies for the Municipality and assess their desirability, affordability and feasibility within the existing legal framework	Determine what actions need to be taken to ensure access to quality education for all children and retention in education by all children in the Municipality (how to improve performance of weaker schools)

Regional Education Offices

Key Functions	Tasks
Plan education at Regional level using relevant educational and socio-economic data in this process	Conduct situation analysis in education and its social, economic environment (population trends; employment trends; migration statistics; education statistics and indicators); Translate educational aims identified by municipalities into educational objectives and results for the region; Prepare and update education performance 'sheets' regularly; Develop an education plan for the region; Involve regional level public and private institutions, enterprises and organisations, including NGOs, etc. belonging to the "socio-economic environment" in the process
Write annual education performance reports	Collect, aggregate and analyse educational data and statistics collected at Municipal level Assess the performance of the education system at Regional level (in terms of 'child-friendliness')
Develop Regional education policies and assess their desirability, affordability and feasibility within the existing legal framework	Determine appropriate measures to improve performance of weaker Municipalities and to continue support to well performing Municipalities

Ministry of Education Science and Technology

Key Functions	Tasks
Policy development	Analysis of the external environment of the education system; Identify the societal 'demand' for education; Define strategic guidelines and general regulations
Educational planning	Planning the effective functioning of the education organisation: Monitor the internal functioning of educational institutions; data collection and analysis (EMIS); sector analyses; Develop annual education performance reports; Matching supply and demand; Setting goals for improvement and define improvement strategies;
Recognizing educational and training requirements and qualifications on local, regional, national and transnational level	Curriculum development: Setting (minimum) standards; Defining teacher competencies; Define the syllabuses; Certificates and general forms of recognition of vocational and professional qualifications for the purposes of employment;
Financing education	Define the rules for financing education
Quality assurance / assessment Inspection, supervision	Develop standard assessment tests and examinations; Inspect, supervise schools regularly;
Define the status of educational staff and the rules for the management of these human resources	Recruitment and training of personnel (pre-service and in-service training)
To support the process of education law making and advise on the subsequent application of the law	

Annex 9 – Workshop Results (translation)

Child friendly schools

First group

First flip chart

Position of PTC and PTA

PTC is not fully included in compiling the strategic plan

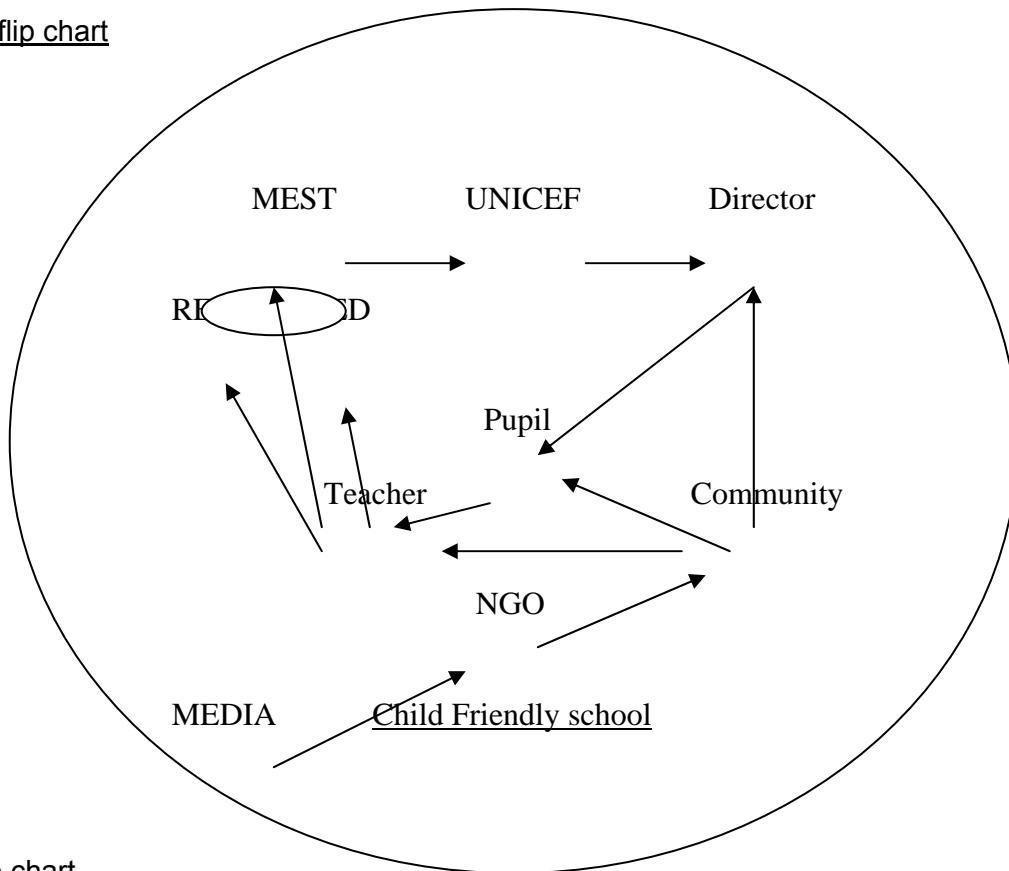
Proper functioning of the school board

Inclusion is in the regular order

MEST

Community to be represent in the school council

Second flip chart



Third flip chart

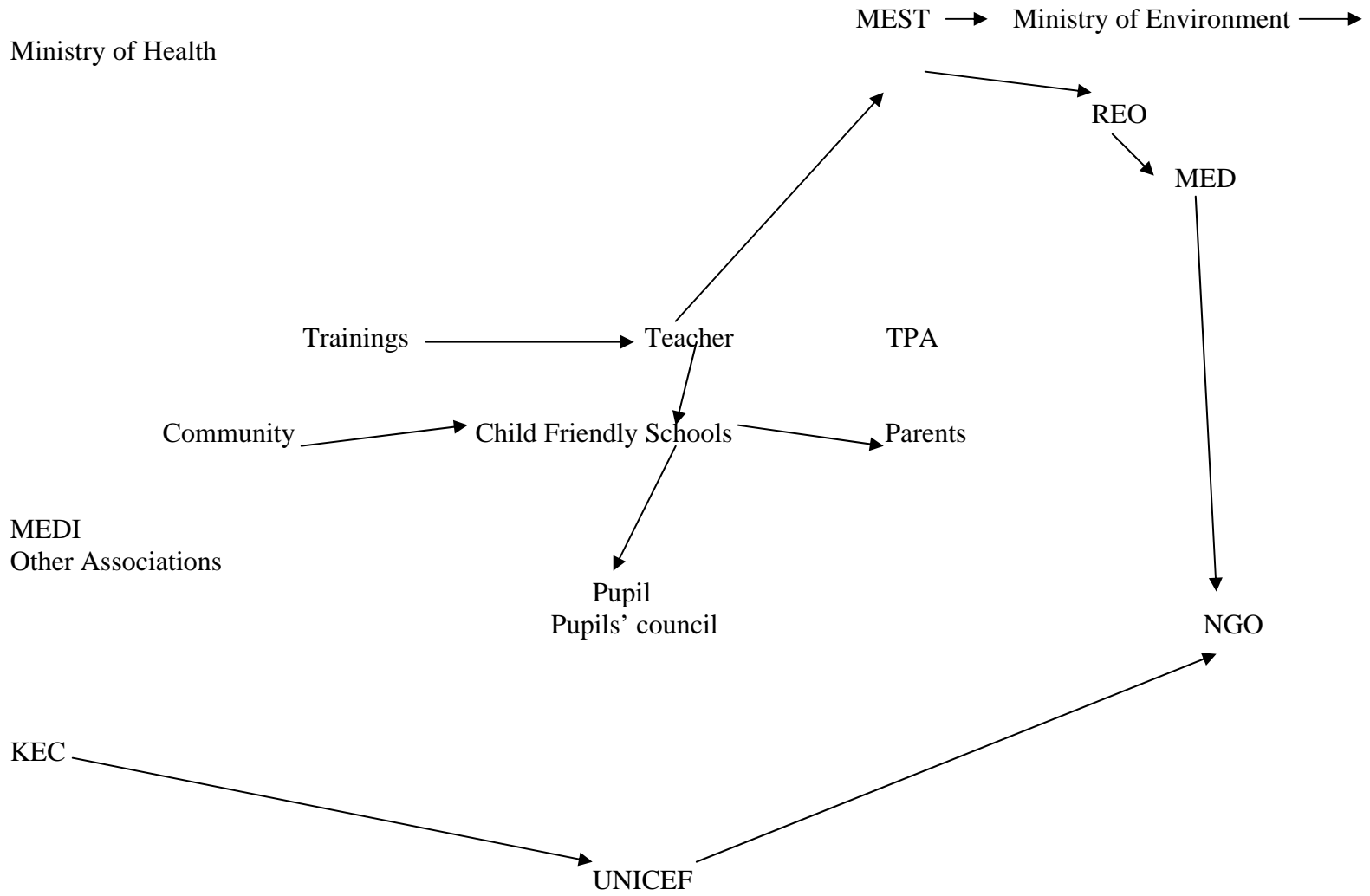
The role of strategic planning in school improvements

Opportunities and obstacles

1. Realization of Strategic Plan
2. Financing
3. Cooperation in Community for the strategic plan
4. Priorities
5. Planning process

Second group

First flip chart



Second flip chart

Interactive Learning

Success

Active involvement of all students in education
Better achievements in class rooms
Socialization
Expressing freedom of thought
Developing the question ability
Motivation
Integration of children with special needs

Obstacles

Budget
Non-financing the projects for training
Planning
Non-training of all teachers
Inability monitoring and evaluation
Delay on the curriculum and textbooks
Non-adequate evaluation for the children with special needs
Not using the didactic tools

Opportunities

Establishing a cooperation network and financing
Training of the teachers for didactic tools
Subject training for longer periods
School Based Trainings
Training of the teachers for differentiated education
Establishing the group for evaluation of the children with special needs
Establishing the group for promotion of health in the schools
Teacher trainings for pre service (faculty of education) in service
Drafting of strategic plan
Teacher training according to curriculum development in the future

Third group

First flip chart

Friendly schools in education system

1. Lack of accurate data
2. Expansion of the idea for child friendly schools in other schools of Kosova
3. NGO and other donors
4. Lack of trained teachers
5. Stimulation according to working results
6. Integration of activities
7. Creating encouraging environment for children

Second flip chart

1. MEST
2. REO
3. Child friendly schools
4. Trained teachers
5. Pupils councils
6. Director
7. MED
8. PTC
9. NGO Community
10. International donors
11. Professional institutions
12. MEDIA

Third flip chart

Planning decentralized education – financing the education

1. Giving more competences to the school councils
2. Ministry of Finances
3. Communities to have better governance
4. Government to support with higher budget the education in Kosova

Fourth flip Chart

Institutional implications –1-4 obstacles and 5-9 opportunities

1. Non-efficiency of the school councils
2. Lack of school space
3. Lack of Funds In MEST
4. Pour gap in the law for primary and secondary education
5. Awareness of all factors for reforms in education
6. self-financing
7. Better coordination in all levels
8. Responsibility
9. Support by NGO and other agencies

High Priority

Fictionalization of PTC

Linkage of the school strategic plan with the general strategic plan of the MEST

Coordination of the financial issues of MEST

To develop effective education

Establishing a cooperation network and financing

Establishing a group for health promotion in schools

Training per subject according to curriculum development

Compiling the Strategic plan

Establishing a group for evaluation of children with special needs

Integration of child friendly schools in other schools in Kosovo

Middle priority

Training the teachers for differentiated education

School based trainings

Teacher training for didactic tools

Teacher training according to curriculum development

Improving the strategic planning

Developing the institutional capacities