



# JUSTICE DENIED: THE STATE OF EDUCATION OF CHILDREN WITH SPECIAL NEEDS IN POST-CONFLICT KOSOVO

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Children at a playground, Naim Frashëri primary school,  
Prishtinë/Pristina

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**LIST OF ABBREVIATIONS AND ACRONYMS**

<b>CEDAW</b>	Convention on the Rights of the Child and the Convention on the Elimination of All Forms of Discrimination Against Women
<b>EC</b>	European Commission
<b>GDP</b>	Gross Domestic Product
<b>HRU</b>	Human Rights Units
<b>IDA</b>	International Development Association
<b>IEP</b>	Individual Education Plan
<b>ISCED</b>	International Standard Classification of Education
<b>FSDEK</b>	Finnish Support to Development of Education in Kosovo
<b>KEC</b>	Kosovo Education Center
<b>KPI</b>	Kosovo Pedagogical Institute
<b>MED</b>	Municipal Education Department
<b>MEST</b>	Ministry of Education, Science and Technology
<b>OECD</b>	Organization for Economic Co-ordination and Development
<b>OPM/AOGG</b>	Office of the Prime Minister's Advisory Office on Good Governance, Human Rights, Equal Opportunity and Gender
<b>PWD</b>	Persons With Disability
<b>PTA</b>	Parents Teachers Associations
<b>QPEA</b>	Qendra per Perparimin e Edukimit Dhe Arsimit (Center for Promotion of Education)
<b>SDPE</b>	Strategy for the Development of Pre-University Education 2007-2017
<b>SEE</b>	Southeast Europe
<b>SFRY</b>	Socialist Federal Republic of Yugoslavia
<b>SOK</b>	Statistical Office of Kosovo
<b>SWAP</b>	Sector-Wide Approach
<b>SWC</b>	Social Welfare Centers
<b>TESFA</b>	Towards Effective Schools For All
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNICEF</b>	United Nations Children's Fund
<b>UNMIK</b>	United Nations Mission in Kosovo

## PREFACE

The purpose of this report is to understand the state of children with special needs in Kosovo and to suggest a way to improve the situation.

First, one needs to be precise about the terminology adopted in this area as often the concept of special needs and the one of disability are mistakenly regarded as synonyms.

UNICEF and Advancement of Children have deemed it extremely important to further expand the definition of children with special needs from one of disabilities to include the diverse categories of children excluded from the educational system.

The concept of 'children with special educational needs' refers to those children whose optimal progress in school is impeded for various reasons. Whether or not this more broadly defined group of children are in need of additional support depends on the extent to which schools adapt their curriculum, teaching organization and/or provide additional human or material resources so as to stimulate efficient and effective learning for these pupils. (ISCED, 1997)

UNICEF in Kosovo therefore makes explicit reference to children with special needs as those more at risk to be excluded from the educational process because the structures and the system do not meet their needs; namely, children with significant disabilities, those who belong to Roma, Ashkalia and Egyptian communities, those who live in extreme poverty, those who have to travel from far away to go to school, working children, and those who have to endure family prejudices such as teenage girls.

The theoretical basis of this report is the UNESCO Guidelines for inclusive education and the Index for Inclusive Education developed in the United Kingdom by Booth and Ainscow (2002). These documents are the golden standard of education and accepted throughout Europe. The issue of inclusive education is a problematic one in Kosovo, both because of educational underdevelopment in the new republic and because of the devastation of the last conflict, preceded by neglect and discrimination. These events have left Kosovo at the bottom of all indices of economic and educational development in Europe. In order to make a significant difference in the state of children with special needs, a monumental effort must be made during the coming decade, making use of unconventional methods to insure quick and massive change. These methods will be delineated in the last chapter of this report and they are the major purpose of this study.

It is possible that this report may be criticized by those preferring the slower but surer way and there is much to be said for this approach. However, in this report we see before us in all its vivid reality a society without resources, where 40% live in poverty and 14% of its children live on less than one euro per day. In our opinion, if it is at all possible to eliminate this situation, it is worth taking some risks. Education is the future of this country and educational development is intimately interlocked with economic development.

It is true that often in the hurry to rectify an intolerable situation; the effort itself causes new problems. We should not fear this phenomenon, but deal with the problems as they arise, according to the original vision we have adopted.

In this report, we have attempted to be as objective as possible, believing that often the facts will speak for themselves. Nevertheless, all facts have a deeper meaning, and it is to grasp this meaning that we aspire. Therefore, we have at times accompanied a chapter or a section with a quote from literature which may enlighten the facts with their deeper cognitive and emotional meaning. The pieces chosen are admittedly associative and admittedly chosen by the senior author who, being born in the middle class of the USA, and growing up during the sixties, has at times needed the literature of his culture in order to survive the overwhelming reality presented herein. Thus, at times, song writers of the sixties, anonymous songs of the English people, poetry from the English culture, and the Babylonian Talmud can often express sorrow and outrage better than the facts, or at least augment them. The exception is Migjeni, the Albanian poet introduced to the senior author by psychiatrist Dr. Mimoza Shahini. The title of the report is from the Rev. Dr. Martin Luther King, Martyred US Civil Rights leader, from his famous address at the 1963 March on Washington, D.C.

In a report of this scope there is always the deliberation concerning the amount of detail needed; the more detail the more convincing and the more tedious. We have therefore, on the advice of Dr. Chie Takahashi, taken

the direction of a concise text, with extensive annotation and annexes. A reader who does not fear the tedium is invited to be enriched by the detailed notes and annexes. The reader who wants the bottom line will find it in the main text.

A work of this extent cannot be accomplished alone. We would like to use this preface to thank several people who have made this report possible or made our life a little easier while formulating it. First and foremost, we would like to thank Aferdita Spahiu and Chie Takahashi of UNICEF, who gave us the mandate to do the research and prepare the report, and have given their unyielding support and guidance along the way. Also from UNICEF, Kozeta Imami has provided her sensitivity and assertiveness, especially during the second half of the process. Valon Murtezaj, child rights consultant for UNICEF in the Good Governance Advisory Office of the Prime Minister, provided us with enthusiasm and constructive involvement. Marta Valsecchi, came on board to replace Dr. Takahashi and has invested an unbelievable amount of emotional and physical energy into finalizing this report, often leaving us in utter awe of her insight and commitment. We would also like to acknowledge our respective spouses, who allowed us the space to roam the depths of human misery and were there to pick up the pieces.

The first author would also like to thank the following people: Mimoza Shahini, mentioned earlier, and Aliriza Arenliu for their insights, their vision, and their unswerving faith in humanity in general, and the people of Kosovo in particular. To Hana Klimesova, fellow conspirator and agitator, Paola Paoletti for her inspiration to rise from adversity to a higher level. To Edona Maloku-Byrdina, fellow traveller on the paths of this report, who has given the greatest gift for which a teacher could wish –to become a colleague and give back more than she has taken. To Rudina Ademi who lent her considerable English and Albanian language skills. Last and foremost, to the “Angels”, Kaltrina Osmani, Arta Lubishtani, Besa Shala, Gyltine Retkoceri and Taibe Morina, who have travelled with us on faith and represent the beautiful future of Kosovo, for which this report struggles.

**Prishtinë/Priština, August, 2008.**

## EXECUTIVE SUMMARY

*I've been all around this wide world,  
Seen lots of funny men.  
Some will rob you with a six-gun,  
Some with a fountain pen.*

—Woodrow Wilson Guthrie

Kosovo has 346,000 students, slightly more than 1000 of whom have been officially identified with special needs. Those identified are studying in special classes in regular schools, called attached classes, or in special schools. An estimated 10,000 children do not attend school. The large majority of these, 7000, are estimated to be children with special needs. They represent 13% of the entire estimated true population of children with special needs in Kosovo. Over 40,000 children with significant learning problems study in regular classes, but their needs have not been identified and as a rule have not been met.

Programs to alleviate this situation exist but are being implemented too slowly. The major reasons for this are conservatism in economic and social thinking. This report recommends using unconventional methods to speed the process up and approach reasonable inclusive education over the next ten years.

This report aims to identify the needs of children who are systematically excluded from the educational system and to provide relevant actors with recommendations in order to move towards full inclusion of every child in the educational system.

**Research Questions:** This report is designed to answer the following questions:

1. What is the policy for education of children with special needs in Kosovo?
2. How clear is this policy in legal and other official documents?
3. How is the task of education for children with special needs divided among the governmental bodies of Kosovo, as well as among the NGOs and international bodies? What are the various roles, responsibilities, capacities and mechanisms of provision of financial and technical support?
4. What is the state of children with special needs in Kosovo, in and outside the school system? What are the accessibility, condition and quality of their learning?
5. What are the effectiveness and challenges of the attached class, regular class, and special school, the three systems for children with special needs in Kosovo?
6. What are good practices and lessons learned from various interventions by government and non-governmental organizations? What are the previous and existing activities, approaches and successes?
7. Which future approaches would be most appropriate and sustainable?
8. What guidance can be offered to policy makers in order to assess and (re)strategize their current policies, systems and practices so that their service will be improved and obstacles to achieve successful implementation will be overcome? What recommendations can be drawn from the study to advocate the government to improve their services? <sup>1</sup>

**Chapter 1** gives an overview of the post-conflict period and of what this meant for reconstructing and building a new vision of education for the entire population, including children with special needs. It shows how the Office of the Prime Minister of Kosovo has established as a priority to raise the standards of educational services and has organized working groups to deal with several pressing problems facing the country, with educational services being prominent among these.

This chapter captures the role of the Finnish Support to Development of Education in Kosovo (FSDEK) in being

<sup>1</sup> See UNICEF concept paper, available from UNICEF offices, Prishtina.

the prime actor in promoting inclusive education for children with special needs, bringing a change in awareness at all levels and training officials of all ranks to be able to deal with this issue. These efforts have culminated in MESTs SDP Education 2007-2017, where inclusion is set as official policy, thanks also to the contribution of UNESCO and UNICEF. Other prime actors in furthering inclusion of children with special needs are Save the Children, Kosovo Education Center (KEC) and HandiKOS.

**Chapter 2** delineates the methodology adopted to carry out this research, mainly based on a desk analysis of official documents in order to ascertain the substance and clarity of official policy and on a field assessment to determine practices and implementation of the official policy.

**Chapter 3** highlights the legal framework regulating, directly or indirectly, education in relation to children with special needs. The laws are mainly found to reflect the present situation rather than an attempt to change it. Even if the laws mention or tackle many important issues for inclusion of children with special needs (e.g. division of responsibilities between central and municipal government; transportation to classes; inclusive curriculum, among others) there are no clearly identified remedies nor sanctions by which to enforce school attendance and encourage educational inclusion. Therefore ways to enforce these laws must be found, including through the adoption of administrative orders and regulations.

Moreover, this chapter identifies the need of all main officials involved in the process of inclusion of children with special needs to know their mandate well and be trained how to implement it. Furthermore, a clear evaluation system for children with special needs must also be established and counselling support provided for those children and their families.

**Chapter 4** based on desk analysis, looks at the situation of children with special needs within the school and the communities and identifies high levels of exclusion of these children and severe deficiencies in the capacity of the educational and social system to respond to their needs.

The economic investments of the State and the International Community as well as the political willingness and planning, are insufficient to deal with the situation.

In general the educational system is found to be far from the minimal requirements for a satisfactory level of education. Some of the deficiencies highlighted are: relatively low attendance rate; shifts to make up for lack of having enough schools; inaccessibility to "free" education to children coming from poor families who cannot afford it; improvement of teacher training; low number of study hours per week in school; little adaptation of the improved curriculum for children with special needs; low teacher salaries, resulting in low motivation; as well as the high ratio of children to teachers in the classroom.

**Chapter 5** discusses the situation of children with special needs in Kosovo from the field perspective, identifying good achievements and accomplishments but also severe gaps at the policy level in being able to move towards full inclusion of all children in education.

Training for MEST officials has been provided but it's not implemented in the field; there is still no clear system in place able to identify who are the children with special needs nor to assess them; a big problem is represented by the weak and unclear identification of the responsibilities at the Municipal and the Governmental level.

At the Municipal level, scarce cooperation and communication between health, education and welfare sectors impede a good level of synergy when tackling special needs.

Also the coordination of non governmental actors dealing with special needs could be much improved and be better lead by MEST.

There have been some inroads in working with children belonging to Roma, Ashkali and Egyptian communities but their level of exclusion is still unacceptable.

The preparation and supervision of teachers in regards to inclusion in general and children with special needs in detail is poor and the pre-training and in-training services short or scarce in terms of relevance/quality.

This chapter also offers an overview of the conditions of regular, attached and special classes and their capacity to offer to children with social needs a good level of education.

**Chapter 6** shows what could happen in the next few years, by assessing the impact of the SDPE of MEST.

The research deems that the strategy proposed by the SDPE is still not sufficient when setting the plans to deal with pressing problems concerning children with special needs.

The authors of the program forecast that after another ten years of struggle, Kosovo will still not meet European standards of effective schools for all. However, it is expected that there will be significant improvement in teachers' training and in the ability of teachers to develop and implement Inclusive Education Project (IEP). The transformation of special schools to resource centre is to be complete.

On the other hand, ending the shifts, significantly increasing teachers' pay, introducing teachers' aides, a special education expert and a psychologist in every school are issues that are not considered nor discussed. A system with welcoming schools is not envisioned.

**Chapter 7** concludes the research, raising concern about the severe state of education in Kosovo in general, and education of children with special needs in particular. Two possible ways are delineated to accelerate the path leading to educational inclusion; one way delineated by the Save the Children – Inclusive Education Project, and another, suggested by us in Annex H. The researchers have attempted to show responsibility toward the situation by not only proposing what to do, but proposing how to do it. However, the what is the important part, while the how could be debated and improved.

The point is that the way towards inclusive education is possible if the country is willing to make sacrifices and to make education of young people its highest priority.

The researchers suggest opening hearts and minds to creative and daring solutions, keeping in mind that those who do not do, do not fail.

The report proposes a framework of best practices for identifying, assessing and working with children with special needs, even under the present constraints. The recommendations put the focus at the central government, municipal and school levels.

They can be seen in detail in Chapter 6.

**The main recommendations areas are:**

- Full inclusion of children with special needs in the educational system to be clearly set as a priority;
- Training on special needs to be conducted at all levels to strengthen capacity and knowledge of relevant actors to move towards inclusive education;
- Strengthen the capacity to collect, analyse and disseminate data on children with special needs;
- Establish support services for children with special needs and their families (a new type of itinerant teachers for remote areas, counselling centres available to families and children);
- Technology Support (educational technology to support teachers work);
- Reducing school shifts (moving towards the complete elimination of school shifts);
- Overall improvement of school conditions (infrastructures, equipment and teachers salaries);
- Teachers' assistants (to help regular teachers to deliver the lesson); and
- Include gifted children .





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Children at a playground, Naim Frasheri primary school, Prishtinë/Pristina

# CHAPTER 1

## INTRODUCTION

The introduction includes a historical overview of Education in Kosovo and a discussion of inclusion as a goal for education as an integral part of a caring and empowered society.

## 1.1 HISTORICAL OVERVIEW

Some additions to this overview - covering the years between the end of World War II and 2002 - appear in Annex A.

In 2002 the Ministry of Education, Science and Technology (MEST) was consolidated and formulated a strategic plan for 2002 to 2007. A year later a strategic plan was formulated specifically for education of children with special needs. The major contributors to this program were the Special Education Department of MEST and FSDEK. (OECD, 2006)

Furthermore, in 2002 the Kosovo Education law was enacted: UNMIK/REG/2002/19.

At least on paper, the law gave equal rights for children with disabilities, but did not guarantee full inclusion. As a matter of fact, it did not even guarantee preschool education for children without special needs. We will relate to this law later. In general, 2002 was a hopeful year for education of children with special needs. The strategic plan called for enrolment of all children in schools. Identification, diagnosis, treatment and education of children with special needs were placed in the long-term strategy of MEST, which centralized special education efforts, planning to create an equal and professional approach for all and gradually integrating these children into regular education and into society (OECD, 2006). It called for legislation for inclusive education (here defined as education for all), for training special education teachers, early intervention in preschools, diagnostic identification, and research. The 2002 document (MEST, 2002) was apparently the first one to mention the still-extant strategy of "inclusion by temporary exclusion"; that is, inclusion of as many children as possible in the school system by placing many children with special needs in "attached classes" – classes for children with special needs in regular schools – and in special schools, some with sleeping accommodations. The hope was that the children in attached classes would soon be fully integrated into regular classes, and the children in special schools would gradually move to regular schools. The special teachers would then become itinerant teachers<sup>2</sup> with special skills to impart to the teachers of regular classes, and the buildings of the special schools would evolve into resource centres. To this day, this is the official policy of MEST.

### The following is a short summary of other recommended measures from the document:

1. Expansion or accommodation of school infrastructure (ramps, toilets, etc.) for students with special needs.
2. Curriculum improvement and the development of education standards to specifically encourage the achievement of students with special needs according to level of education and type of impairment, including the use of individual education plans.
3. Participation of parents and transparent relations with them was encouraged, as well as parent volunteer work in the schools. The establishment of a parent council at the school, municipality and central (MEST) level would represent the interests of parents in the education system.
4. In-service teacher training at all levels (school, municipal, regional and national), to familiarize teachers with techniques that enhance the learning of children with learning difficulties in regular classrooms.
5. Manufacturing teaching materials.
6. Dissemination of principles of inclusive education through the media and through the educational hierarchy.

The OCED (2006) report indicates a list of obstacles affecting Kosovo's capacity to effectively promote inclusion of children with special needs in the regular system. Possible solutions to overcome those obstacles are also identified:

<sup>2</sup> In the USA these are called "resource teachers". Here they are itinerant because there are not enough of them for each school; so they go from school to school.

**Political problems:** the frequent change and discontinuity of policy leadership has weakened Kosovo's capacity to substantially influence reforms of the education system.

**Possible solutions:** Based on the experience of other Eastern and Central European countries, the best way to overcome discontinuity in education's accountability is an inclusive policy in which all involved parties contribute to the process of reforms and see themselves as stakeholders in reforms.

In order to include greater input, a communication plan to explain the inclusive education process to different parties is needed. A stable implementation plan, monitored by donors, with a clear focus and evaluation mechanisms will also aid in assuring coherency and consistency.

**Economic problems:** Experiences of Central and Eastern European countries have shown that privatization in the economy results in high social needs in early stages.

Other factors identified as hindering the path towards inclusion are: the weak economic growth in Kosovo, budget constraints in the Ministry of Education corresponding to low incomes for teachers, and low family budgets.

**Possible solutions:** Establishment of a flexible strategic plan that would fit changes in the development of education, approval of reserve alternatives in the case of budget difficulties, alternative education providers such as private education, creative and practical approaches in drafting programs for teacher training, better organization and a more rational system respecting if possible, the proportion of 22 students per teacher. Financial savings can be accomplished through efficiency in the education system, increasing the working hours during a week (teachers can work 26 hours per week with students and would also have enough time to prepare for lessons), encouraging donations and local and international investment.

### Administrative problems

The lack of experience in administration can slow down the process of development of any strategic plan. It often occurs that schools are built but not well maintained or equipped, or projects are not developed taking into account foreseeable problems. This presents serious obstacles for system sustainability.

Possible solutions: Establishment of a plan for the development of administrative procedures including policy planning, budgeting, monitoring and evaluation, communication, constructing and maintaining facilities, database creation and analysis, curricular development and research and continual training of education staff.

Many of the impediments feared to obstruct the process of educational reform actually did so.

## 1.2 TOWARDS A DEFINITION OF INCLUSIVE EDUCATION

Parallel to the first intervention of FSDEK, inclusion became the official policy of Education in Kosovo. Although each country in Europe has different models of inclusion, all Western European countries (and to a great extent, the USA) base their policy for education of children with special needs on the 1994 Salamanca Statement (UNESCO, 1994, see Annex B).

The policy of inclusive education in Kosovo is part of the overall UNMIK strategy of rebuilding and remodelling Kosovo in accordance to standards that will eventually integrate the country into the European community.

The ideal of the Salamanca Statement – and of FSDEK and UNICEF involvement in Kosovo – is full inclusion of all children within the framework of the neighbourhood school. However, of 52 countries reviewed by UNESCO in 1995, all except one<sup>3</sup> had special schools. Nevertheless, in those countries there was a large discrepancy in the %age of children learning in the special schools.

It seems that most countries that have adopted inclusive education as a policy go by what is often called "responsible inclusion" (Vaughn and Schumm, 1995). Vaughn and Schumm (1995) define responsible education as:

"...the development of a school-based education model that is student centred and that bases educational placement and service provision on each student's needs. One can expect that the more severe the problems, the more restrictive the placement and the more intensive the services. The goal of responsible inclusion is that all students be placed in the general education classroom unless their academic and/or social needs cannot be adequately met there." (Vaughn and Schumm, 1995 p.265)

<sup>3</sup> That country was Italy. However, in our interview with Ms. Federica Riccardi of Cooperazione Italiana allo Sviluppo, she stated that Italy had several special schools.

This concept means that inclusion will go forward parallel to the ability of society to provide support services for the child in the neighbourhood school. In the UNESCO concept paper Overcoming Exclusion Through Inclusive Approaches in Education (2003), inclusion was defined similarly to the above definition:

“Inclusion is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education (Booth, 1996). It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children (UNESCO, 1994).”

In a later document (UNESCO, 2005) this definition was further interpreted:

*Inclusion is a process.* That is to say, inclusion has to be seen as a never-ending search to find better ways of responding to diversity.

*Inclusion is concerned with the identification and removal of barriers.* Consequently, it involves collecting, collating and evaluating information from a wide variety of sources in order to plan for improvements in policy and practice.

*Inclusion is about the presence, participation and achievement of all students.* Here “presence” refers to where children are educated, and how reliably and punctually they attend; “participation” relates to the quality of their experiences whilst they are there and, therefore, must incorporate the views of the learners themselves; and “achievement” is about the outcomes of learning across the curriculum, not merely test or examination results.

*Inclusion involves a particular emphasis on those groups of learners who may be at risk of marginalization, exclusion or underachievement.* This indicates the moral responsibility to ensure that those groups that are statistically most “at risk” are carefully monitored, and that, where necessary, steps are taken to ensure their presence, participation and achievement in the education system.

(UNESCO, 2005, p. 15-16)

In this document, it is emphasized that inclusion is not about special education alone, but an integrative, holistic social value for the entire education system.

Key points in moving from exclusion to inclusion are the use of an inclusive curriculum in all schools, the creation of the welcoming school (UNESCO, undated) and the child friendly school (UNICEF). (See Annex C)

UNESCO (undated) characterizes the welcoming school, as follows:

In welcoming schools, teachers share their values, beliefs and understandings about diversity and negotiate open and clear statements about schools for all. (p.7) (See Annex C)

Four key shared beliefs are held by welcoming teachers:

- all children can learn;
- all children are different;
- difference is a strength; and
- learning is enhanced through cooperation with teachers, parents and the community.

It is worthwhile to note that a welcoming school is not just an attitude; it is a culture, a detailed method, and it requires a great deal of deep commitment as well as knowledge and implementation experience. This change must come about at all ecological levels – individual, school wide and community levels.

In order to facilitate inclusion in general and the welcoming school in particular, Booth and Ainscow (2002) developed the *Inclusion Index*. This is an impressive practical guide for achieving inclusive education, as well as a research tool to measure the degree that the ideal is realized.

Inclusion and exclusion are explored along three interconnected dimensions of school life; cultures, policies and practice; the three dimensions work through the creation of inclusive cultures, the production of inclusive policies and the evolution of inclusive practices. The materials contain a branching tree structure allowing detailed examination of all aspects of the school. The dimensions, sections, indicators and questions provide a progressively more detailed map to guide the exploration of the current position of a school and to plot future possibilities.

The Index of Inclusion is important in the Kosovo context in that it supplies a detailed roadmap for how to get to inclusion from where we are now, as well as an evaluation strategy to understand our present position.

In the broader framework of the CEDAW, UNICEF advocates for and promotes quality in education through a concept known as Child Friendly School. Child-Friendly School models have emerged as a “package solution” and a holistic instrument for pulling together a comprehensive range of quality interventions in education. The Child-Friendly School model is a simple one at heart: schools should operate in the best interests of the child. Educational environments must be inclusive, safe, healthy, protective, endowed with trained teachers, adequate resources and appropriate physical, emotional and social conditions for learning (see Annex C).

## SUMMARY

In Kosovo much of the educational infrastructure was destroyed during the war in 1999, but also before the armed conflict conflagrated the school system was very poor. The post-conflict period meant both reconstruction and building a new vision of what education means for the entire population, including children with special needs. To this end we see, towering above many of the other factors, the entrance of the Finnish Support Group, which gave both a direction and a methodology.

Inclusive education is now the official policy of the Kosovo government and we can see that inclusion is understood as a process driven by the concept of Responsible Inclusion, where the stakeholders are committed to the inclusion process, which advances as resources become available and that implies that children with special needs are gradually included in the regular educational system. The concept of inclusion is seen in the European context, based on the UNESCO and UNICEF guidelines, presenting models of inclusion as the welcoming school and the child friendly school.





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A theatre play at a UNICEF supported activity, bringing together children from attached and regular classes, Naim Frashëri primary school, Prishtinë/Pristina

# CHAPTER 2

## METHODOLOGY

The methodology consisted of two parts: 1) A desk analysis of official documents in order to ascertain the substance and clarity of official policy and 2) a field assessment to determine practices and implementation of the official policy.

## 2.1 DESK ANALYSIS

The relevant official documents were discovered, read and analyzed. These were discovered by a Google search with key words "Kosovo Laws", "Kosovo Education" and "Kosovo Children". Additional relevant documents were provided by FSDEK, UNICEF, MEST, SOS and HandiKOS. All materials included relevant laws taken from the official gazette, official strategy papers, former surveys commissioned by MEST and the stakeholders mentioned above, and position papers published by the various stakeholders.

## 2.2 FIELD ASSESSMENT

In order to ascertain the current situation of children with special needs, as well as to validate written information, qualitative and quantitative research was conducted and in-depth interviews were utilized with various actors involved in this field. The interview protocols can be found in Annex E.

The field workers were five Masters students in Psychology, all trained and with experience as interviewers. They were supervised by an MSc level local Psychologist (the second author) and a PhD level international Psychologist, (the first author). Protocols were prepared for the various interviews, which were the basis for semi-structured interviews at all levels – national, regional, municipal, school and individual. Observation protocols were taken from the California State University at Pomona Web site (<http://www.csupomona.edu/~gwk/kinsey/cobserivationGuidelines.htm>). The interviews were done in the offices of the various officials.

A letter was prepared by UNICEF and later by MEST explaining the purpose of the study and requesting cooperation from the various officials. Usually this was enough and the officials were cordial, but in some municipalities resistance was encountered.

Officials and authorities were interviewed at the national, regional, municipal and school level. Parents and children with special needs were interviewed and 48 family representatives of an entire village were interviewed. A full list of interviewees and classroom observations appears in Annex E.

One to two trips were made to each of the 29 Albanian municipalities<sup>4</sup>. At times, even after two appointments, officials either did not show up or did not have the desired information. The interview was then completed by telephone<sup>5</sup>. Information about Serbian Municipalities was supplied by Save the Children Office in North Mitrovicë/a but the data were partial because of insufficient cooperation from those municipalities.

A total of 32 school directors, where there are attached classes, were also interviewed. In these same schools, the field-workers observed one class period in the attached classes and one period in at least two regular classes. Teachers were interviewed afterward. Ninety-seven classes were observed in a total of 366 schools throughout Kosovo. While 38 attached classes were observed in 25 schools. Observations include the ones conducted in the Serbian municipalities as well<sup>7</sup>

All six Albanian special schools were visited and an average of five classes – from both lower (1-4 grades) and higher level (5-9 grade) – were observed in each school. Our field-workers also interviewed the school director and the teachers of the class observed. A total of six school directors and 30 teachers were interviewed.

Several itinerant teachers were interviewed and were escorted in the field for a day's work.

Education of children with special needs was assessed in the preschool level as well. Six kindergartens in the largest municipalities were visited. There, the kindergarten director and two teachers were interviewed.<sup>8</sup>

NGOs that implement education and empowerment projects for minorities were also included, and their directors were interviewed (See Annex E).

<sup>4</sup> The number of municipalities is somewhat cloudy. The latest OSCE report lists 32 municipalities, whereas MEST in its latest budget report lists 33. We found 33; 29 predominantly Albanian and 4 predominantly Serbian.

<sup>5</sup> In the Hani i Elezit municipality the MED could not find all the information and so it had to be completed from other sources.

<sup>6</sup> Of these 36 school, 32 directors were interviewed. The other four directors were not present at the time of the visit.

<sup>7</sup> Observers in the Serbian schools were Vladan Obradović and Mirjana Spirić of HANDIKOS.

<sup>8</sup> Kindergartens in Kosovo are organized in groups; one kindergarten may have several classes and over 400 children.

Parents of children with and without special needs were also interviewed. In addition, heads of ten parent councils active in primary schools throughout Kosovo were interviewed and their involvement in the schooling process was analyzed.

In order to understand better the situation of children with special needs not attending schools, we interviewed 35 children and their parents discovered by HandiKos and children discovered by other NGOs.

Furthermore, in order to understand in more depth how the relevant special needs training is arranged and implemented, we interviewed deputy deans of the various campuses from the Faculty of Education, as well as professors and students from the only existing Masters program in inclusive education.

The central actors in Kosovo, governmental and non-governmental, in the field of children with special needs were interviewed (See annex E).

This study focused on the formal education of children with special needs and therefore several organizations that work with these children out of school were not assessed.

The classes observed also afforded us many experiences. Often our team was deeply moved by the concern, compassion and commitment of the teachers in the classrooms. At times, however, they were left agape by actions of the teachers. One of the teachers suggested that the observer teach the lesson.

Our workers also found directors who could not give exact information about the number of attached classes in their jurisdiction, or how the children were identified and sent to these classes. Of the 29 Albanian Municipalities, 27 MEDs had been at their job less than a year.





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UNICEF supported activity, bringing together children from attached and regular classes, Naim Frashëri primary school, Prishtinë/Pristina.

# CHAPTER 3

## RELEVANT LAWS AND REGULATIONS IN KOSOVO

In this chapter we shall evaluate the relevant laws of Kosovo concerning children with special needs: The Law of Primary and Secondary Education, The Law of Preschool Education, and the new Law on Education in Municipalities, as well as some other laws pertaining to education of children with special needs. We will attempt to analyze the laws according to the extent to which they meet the needs of children with special needs as expressed in the first chapter.

### 3.1 LAW OF PRIMARY AND SECONDARY EDUCATION

**Law of Primary and Secondary Education** (LAW NO. 2002/2) , for further reference: [http://www.unmikonline.org/regulations/2002/RE2002\\_19.pdf](http://www.unmikonline.org/regulations/2002/RE2002_19.pdf)

The law has nine chapters, containing 44 sections. Chapter I establishes definitions, general principles and the right of all children at the primary and secondary levels to free education, including textbooks. The chapter establishes the goals of education, defines the meaning of the catchment area, requires the schools to provide for the safety of the children, prohibiting corporal punishment and humiliation of children by the school, and establishes the right for each child to be educated in the language of his or her ethnic group.

**Chapter II** prohibits discrimination in the education system, organizes the system into ISCED levels, delineates the scope and nature of compulsory education (roughly ages 6-15), and establishes the rights and obligations of parents.

**Chapter III** relates to the role of MEST: Planning and coordination of the education system, establishing the curriculum, regulation and supervision, funding, developing policies and protocols of special needs education, providing education for incarcerated children and those with mental illness, and establishing the national Parents' committee.

**Chapter IV** discusses the obligations of the municipalities: Building and maintenance, staffing, allocating funds (as opposed to providing them), organizing transportation, and undertaking special needs assessment.

**Chapter V** establishes the government and management of the schools: The director, the senior education officer, and the municipal education director. It establishes responsibilities for training these officials. It establishes school boards and pupil councils, as well as giving legal status to school rules.

**Chapter VI** regulates qualification, selection and discipline of school staff.

**Chapter VII** deals with special needs. It establishes the definition of special needs and the right of children with special needs to special methods, procedures for establishing the tuition of children with special needs, and provides for assessment procedures and counselling services for them. It establishes the right of the pupil to learn in sign language and Braille.

**Chapter VIII** regulates private education.

**Chapter IX** relates to transition into the law.

#### 3.1.1. GENERAL COMMENTS

The Law of Primary and Secondary Education represents a monumental milestone in the progress of Education in general and specifically education of children with special needs. However, there are some issues that must be clarified before the law can be effective in daily life.

1. The law has not yet been tested in a conflict situation. Although children have been expelled from school and others have never attended school, it is yet to be determined if the courts are strong enough to uphold the law when a parent or the school authorities break it.
2. Preschool education, which is the pillar of education, is not mandatory. Although a medical person or psychologist can recommend preschool attendance, the expected result is ambiguous (that is, the law allows the municipality to place the child, but does not require it to do so).
3. Many of the more progressive parts of the law are not funded. This includes employment of psychologists and other professionals, counselling centres, truant officers, teacher's aides and – even in some places – transportation to and from school. The law notes that the transportation of children with special needs to school is always free and provided by the municipality; however, lack of funding is always cited when this is not the case.

4. Although inclusive education is implicitly preferred, it is not mandated and “in the best interests of the child” can be circumvented. For economic, reason, it is easy to have services only in special schools or attached classes and therefore have children perpetually excluded.
5. For many essential parts of the law, MEST regulations must be formulated in order to implement them. For instance, municipal counselling centres, truant officers, school support systems (mentioned above). Particularly distressing in this context is the lack of criteria for hiring school support personnel – especially psychologists, most of whom are not qualified as regulated by the Ministry of Health and adopted by MEST.<sup>9</sup>
6. Recent attempts to resolve some of the above issues have been seen in the 2008-2009 school year, but at the time of writing, it is not sure if and how the changes will be implemented in the field.
7. While the allocation of funds is the responsibility of the municipality, their provision is mainly the responsibility of MEST. The obligations concerning the allocations must be more specific.
8. The Law was written by international legal and educational experts, supported by local experts. Its spirit follows international standards and it clearly expresses a declaration of purpose than an enforceable document of daily life.

### 3.1.2. SPECIFIC COMMENTS

This section relates to specific parts of the law, in the order that they appear in the original text.

**Preschool education:** In January 2006 a new law (Law No. 02/L-52) on general education was passed dealing specifically with preschool education. This law established the municipality as responsible for public preschools and for their funding. More is written later in this chapter concerning the preschool education law.

**Definitions:** The definitions in this law seem to follow the pre-inclusion ideology, where inclusion means inclusion of all children in the education system – not necessarily in regular classes. Special education is mentioned outright when addressing children with special needs.

**The Right to Education:** The law specifically gives every child the right to an education and places the responsibility on MEST to make provisions for the education. Section 4.2, which requires the system to adapt the curriculum to match “abilities, aptitudes and age” of the pupil may be problematic, as systems untrained and under committed for inclusion may use it as an excuse for excluding children with special needs from the regular class. Section 5.1, prohibiting discrimination in education by – among others – ethnic group, is problematic, as we shall see later concerning the Roma community.

**Compulsory Education:** In this section, two important terms and functionalities are introduced: the catchments area and the best interests of the child. According to the law, if the parent desires the child to go to school in his or her catchments area, the school is required to accept him or her. “The best interests of the child” cannot go against the wishes of the parent. This is an important factor in inclusive education, but it may be empty words unless the regular school has at least minimal services for the child.

**Best European and world practice:** In section 12.1, MEST is required to draw on the best European and world practice in the development of the content of public education. This section, then, requires use of UNESCO guidelines for inclusive education and of welcoming school. At the moment, these are the best world practice.

**Determination of class size: 13.2 and 13.3:** While MEST has the power to determine class size, it has not actually done so. With regard to special classes, a custom has been developed without official sanction.

**Parents committees, 16.1:** The parents’ committees are not always active and some of the municipal functionaries we interviewed did not know the names of the members, or whether the committee had actually been appointed.

The section below chapter VII on special needs relates to:

**The right to special education, Section 35:** It would seem from this section that the ground is being laid for separate special education framework. The Law mentions providing special education as opposed to “ordinary tuition” and special education “courses”. At any rate, the duty of the Municipality is to provide special education within their framework and their budget limits resulting in intolerable services and exclusion, since special education is often cheaper than inclusion. Although the law places responsibility for education of children with special needs with municipalities, responsibility for special schools is still mostly in the hands of MEST. This results in mutual complaints and placing specific responsibilities on the other side.

<sup>9</sup> An officer of WHO told us that of the last 28 psychologists hired by the schools, only four had a Masters degree.

In our visits to attached classes, we found that most of them ran for fewer hours than regular classes, which is a breach of this section.

**Referral to assessment:** Sections 36 and 37 justifiably give the responsibility for referral to assessment to the parents and teachers of the child. The law here seems to open the way to exclusion, although the expert's assessment is key to decide whether the child is included or excluded. If the experts are not trained to make recommendations for working with the child in a regular class, then they will end up classifying the children by available classes.

Municipalities are a further stumbling block to inclusive education since they can overrule the experts on this matter.

**The IEP:** Section 38 provides for an IEP for each pupil and parents to receive two reports per year. Our research shows that this was rarely carried out.

**Counselling and psychological services:** Section 39, provides counselling and psychological services key to good services to children with special needs. Unfortunately these services are not funded and, since the time the law has been in the books, not a single municipal or regional service has been set up. Of the few psychologists who work in the school systems almost none are qualified nor have knowledge of psychological assessment and intervention, to say nothing of how a child with special needs is to be included in a regular class (see footnote 8). On the other hand, over 30 psychologists are being properly trained and have not been employed.

**Education of the Deaf:** Sign language is always the first language of the profoundly deaf. In addition, the deaf have a distinctive culture. In order to implement the law concerning the deaf, the teachers must also be deaf or have intimate connections with native deaf signers. Teachers who hear are usually taught a translation of the mother tongue, which in this case would be called "signed Albanian"; and this language is not the native language of the deaf. Deaf teachers must be trained, not only because of the language, but because of the need to empower the deaf culture.

### 3.2. PRESCHOOL EDUCATION LAW (02/L-52)<sup>10</sup>

The law contains nine sections and 50 articles. It discusses the purpose and goals of preschool education, defines children with special needs, and also covers administration procedures, home pre-schooling, financing and payments, funding, employment of qualified staff, qualification of specialists, collection of data on children (especially those with special needs), supervision and discipline of staff, and curriculum adoption and approval.

It is clear for the time being that preschool education in Kosovo is voluntary and paid for by parents. What little funding from public sources apparently will not find its way into the education of children with special needs<sup>11</sup>. Although the framework is there, the law makes it clear that it must be fleshed out by administrative instructions, which to date have been very rare and have not been based on allocation of more funding from public sources.

The following are comments about the various articles in the law:

**Amendment by administrative instruction:** Article 2, sections 2.3 and 2.4: The amendment by administrative instruction is very important as it provides direction for fleshing out the Law. Administrative instructions have not yet been used in preschool education because it would create economic obligations. The fact that preschool education is voluntary means that the municipalities can set conditions (e.g. payment) and that parents "voluntarily" decide whether to meet the conditions and send the child to preschool, or to keep the child at home.

**Prevention:** Under Article 3, there is no mention of prevention of learning disabilities or narrowing the academic gap between children with or without special needs. Furthermore, since preschool is the melting pot for socialization, inclusive projects are required in order for children to become inclusive. This is particularly important when their parents may sometimes have a different culture of inclusivity.

**Language of instruction:** Although Article 5 gives the children the right to study in their own language, instruction in kindergartens for the Roma, Ashkali, Egyptian communities normally does not exist in the language spoken in the home.

**Special needs:** Since the language of article 6, dealing with children with special needs, is similar to the article making preschool education voluntary, it can be assumed that children with special needs can go to preschool as long as they meet the municipal conditions (e.g. payment, transportation, etc). Since most children with special needs come from families who have trouble meeting these conditions, it is certain that the goal of

<sup>10</sup> [http://www.assembly-kosova.org/common/docs/ligjet/2006\\_02-L52\\_en.pdf](http://www.assembly-kosova.org/common/docs/ligjet/2006_02-L52_en.pdf)

<sup>11</sup> The exception is the preschool classes in some of the special schools.

inclusion – especially socialization into the culture of inclusion – will only be met if children with special needs are sent to preschools by order of affirmative action. Section 25.2 specifically identifies preschool children with special needs as special beneficiaries of the budget. Of course, if the budget is infinitesimal, it is unhelpful to be identified as such.

**Home pre-schooling:** Since preschool education is not mandatory, the law provides for home pre-schooling, but does not provide the means for implementation. In theory, administrative instructions could, and should be, created to make this viable.

**Payment:** Article 24 regulates payment by parents to municipal kindergartens. As mentioned above, administrative instructions should exempt payment of parents of children with special needs in order to encourage a culture of inclusion.

The law specifically states that Kosovo should provide universal education of children 5-6 years old by 2010. It seems at the moment that this is entirely unrealistic.

### 3.3. LAW ON EDUCATION IN THE MUNICIPALITIES IN THE REPUBLIC OF KOSOVO (NO. 03/L-068): A BRIEF ANALYSIS

This new law was passed on 21 May 2008, and has not yet come into effect. It attempts to initiate the processes according to the European Charter on Local Self-Government of 1985. Parallel processes are going on in other sectors, such as Health and Welfare. According to OSCE (2008), the development of municipal competencies and the relationship between the local governments and the central government is an ongoing process, of which this law is a part.

The current framework for local self-government in Kosovo was initially established by UNMIK Regulation 2000/45 on Self-Government of Municipalities in Kosovo in order to organize and oversee municipal self-government in Kosovo while linking municipal representatives with the Central level. In 2007, the Regulation was amended by UNMIK with the regulation 2007/30.

UNMIK Regulation 2007/30 maintains that municipalities are competent to issue normative acts at their level in relation to matters within their area of competence. Municipalities regulate and manage public affairs in their territory within the limits set up by the law. Specifically, municipalities have three kinds of competencies:

First, regulatory competencies are, for example: providing basic local conditions for sustainable economic development; urban and rural planning and land use; licensing of building and other development; local environmental protection; the implementation of building regulations and building control standards; and service provision in relation to local public utilities and infrastructure.

Second, in addition to these competencies, the new Regulation envisages additional areas, which may be regulated at the local level. These “voluntary” competencies include activities related to tourism, culture, sports, and youth activities, economic and civic promotion. (OSCE, 2008)

Third, “delegated competencies” include for example cadastral records, civil registries, voter and business registration and additional responsibilities within the competencies of the Provisional Institutions of Self Government that are explicitly delegated. These competencies must be uniform throughout Kosovo.

Of the three types of competencies mentioned by OSCE (2008) above, most of the education laws seem to come under the heading “regulatory competencies”, although some are more in the “delegated competencies” category.

According to present law, local governments are not allowed to go into debt. OSCE (2008) supports this policy. The reasons given for this policy are that there is not enough stability, nor experience, nor resources at the local level to take such risks. On the other hand in order to develop good quality services we believe that both the national and municipal government should be allowed to invest in local projects, but that competency is also limited. Presently the only source of local income is taxation. Unfortunately, the development of municipal enterprises to generate both employment and municipal income haven't been developed.

In Law No. 03/L-068 there is a clear dividing line between the national government and the municipalities, where the national government decides the policy and the municipal government carries it out. It is, therefore, not trivial that mention of inclusive education of children with special needs is mentioned only under the competencies of MEST and is couched as policy, whereas it is not mentioned at all in the implementation of the municipalities. Another serious concern is the significant gap in the ability of the various municipalities to supply services. This inability may be due to an economic gap, or according to the abilities and talents of the actors in the various

municipalities. There is no mechanism to compensate the children living in a problematic municipality, to say nothing of the children with special needs. Conversely, when the municipality is strong, it can be corrupt and here the ability of the central government to apply efficient sanctions is questionable.

On the positive side, the law gives a great deal of leeway – and even encourages local initiatives and independent thinking. At any rate, with this new law, recommendations connected with children with special needs must be directed at the municipalities, as more and more competencies will go to the local governments.

### 3.4. OTHER RELEVANT LAWS

These laws may be viewed in the official Gazette of the Kosovo Assembly, <http://www.unmikonline.org/regulations/unmikgazette/index.htm> and later, <http://www.assembly-kosova.org/?krye=home&lang=en>. They are mentioned here only briefly unless there is something specific in them on children with special needs.

#### 3.4.1 LAWS IN THE AREA OF EDUCATION

Kosovo has a textbook law (2006/02-L67), which regulates the approval and sale of textbooks. Each subject has a short list of approved textbooks. So far, there are no approved textbooks for children with special needs. In our interviews, teachers stated that they either used the regular education books and adapted them for children in their class, or made up their own materials. Furthermore, we found no evidence that materials were shared among teachers. Often the opposite is true. One teacher, who desired to remain anonymous, told our interviewers that she and a colleague had written a primer for special education, only to have it confiscated by the director of the school and “held ransom” for money (apparently no one has paid for it yet).

The law of school inspectors (No.2004/37) provides for regional inspectors. Section 4.3 of the law discusses the duties of the inspectors. There are duties related to children with special needs (the letters below relate to the subsection of section 4.3 of the law, typos in the original):

- f. Children registration, pupils and students in correspondence with conditions and criteria’s determined by the law or with any other act;
- g. Number of children, pupils, students in group, level and grade;
- h. Admission of educative, administrative and technical staff pursuant to law and sub-legal acts;
- i. Realization of curriculum and realizing conditions;
- n. Respecting the obligations of education institutions towards parents and children, pupils, students, employees and vice versa;
- p. Form for professional and scientific teacher development;
- r. Supervising and providing transportation for children, students and teachers;
- x. Realization of different programs and projects in the education system.

MEST is charged with writing an administrative directive to implement the Law. Although every region has a special education inspector, MEST has not yet completed the administrative directives as provided by law.

UNMIK/REG/2000/51 sets compulsory education from age 6 to age 15.

#### 3.4.2 LAWS IN THE AREA OF HEALTH

The Kosovo Health Law (No.2004/4) states in section 22 that health care will be given free of charge to children up to the age of 15, pupils in school, and persons with disabilities. This law was slightly modified later (No.2004/38) to provide a chain of consent concerning medical interventions. Other than this, there are no significant changes for children with special needs.

The family medicine team, giving primary care, does not include a psychiatrist or psychologist, nor occupational therapist.

The mental health centres are considered secondary medicine.

Likewise, the law on the Rights and responsibilities of the citizens in Health Care (No. 2004/38) has no provisions dealing with children with special needs.

As well, the law on narcotic drugs and psychotropic substances (2007/02-L128) does not mention restrictions

on any important medications for children with special needs. While it is commonly believed that the sale of Methylphenidate<sup>12</sup> is prohibited in Kosovo, it appears with medications that are regulated but not forbidden.

Kosovo's Law on Public Health (No. 02/L-78) has one provision in the health of youth with special needs where they are given special control and consideration although this is not detailed.

The Law on Sanitary inspectorate of Kosovo (No.2003/22) requires inspection of educational facilities and gives power to the municipal inspector to close the institution after a proper warning period.

In the Law on the Health inspectorate (No. 02/L-38) there is no mention of children with special needs.

### 3.4.3. SOCIAL WELFARE LAWS

The basic law on Social Assistance NO. 2003/15 provides an extremely complex scheme for computing eligibility for social assistance, which is maximum 75 E/month per family. Children with disabilities are included in the computations and in some instances can provide a family with an extra 40 E/month.

Kosovo has a Juvenile Justice code (UNMIK/REG/2004/8), and articles 16-26 discuss educational measures. The educational measures include special disciplinary schools and other settings. We were not able to find any in the field and do not believe they exist, although there are classes being held inside the prisons.

The Essential labor law (UNMIK/REG/2001/27) prohibits labor of children under the age of 15. Section 2.4 prohibits "Discrimination against a disabled person, whose prospects of securing, retaining and advancing in suitable employment are substantially reduced as a result of a duly recognized natural or mental impairment"

The Family Law of Kosovo (Nr.2004/32) is a monumental work which deals with every aspect of family life. There is no mention of parental obligations toward a child with special needs, apparently because the law includes them in the general obligations towards children. In the entire law children with special needs are mentioned only once, concerning their placement outside the home, where a team of experts must be involved.

### 3.4.4. MISCELLANEOUS

In the Law on Roads (No. 2003/11) there is no mention of accessibility of children with special needs as a criterion for building roads.

Kosovo has an anti-discrimination law (No.2004/ 3) which potentially could concern children with disabilities. Article 3 of the law forbids segregation. Education is mentioned in Article 4. Therefore , theoretically, a parent could go to the courts if his or her child were not given inclusive education.

## SUMMARY

The laws in Kosovo regarding education and children with special needs are still at its early stages; they reflect the present situation rather than attempt to change it. They provide a framework for compulsory education, divide the responsibility between the central government and the municipalities, provide for transportation to classes, give a framework for preschool education, begin to set up a curriculum and regulate textbooks and delineate procedures for dealing with children with special needs.

At this point in time, the laws are skeletons that must be fleshed out with administrative orders and regulations. Moreover – to take the anatomic metaphor even further – they need teeth; that is, they need an enforcement strategy. There are no municipal counselling centres, no assessment commissions, no means by which to enforce school attendance, and no sanctions against municipalities not carrying out national policy. The problem of administrative orders is a chicken-and-egg problem; if the order cannot be enforced then there is no point in writing it.

Detailed procedures must be delineated and implanted in the relevant officials. MEDs must know the dimensions of their mandate and be taught how to use this mandate. The procedure of evaluating children with special needs must be regulated and teams must be trained. Counselling centres must be established and their employees trained. The parents committees must be formed, given training in their rights and in lobbying the officials, perhaps even in use of the media. As a matter of fact, it would be prudent to educate the media as to their possible contribution as a watchdog of these laws.

All of the above, and all of the sections dealing with children with special needs, must be given in great detail – including the procedure for funding – by ministerial regulation.

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<sup>12</sup> also known as Ritalin, the most widespread and controversial medication for Attention Deficit Hyperactivity Disorder





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Children performing at a theatre play, Naim Frashëri primary school,  
Prishtinë/Pristina

# CHAPTER 4

## THE SITUATION TODAY: DESK ANALYSIS

*The broken-hearted many, the open-hearted few*

—Leonard Cohen

This chapter contains data from official documents that show the situation of children with special needs in the context of the general education system. Documents of relevance to some organizations active in the field (other than MEST) will be analyzed in chapter 5 along with the field discovery.

#### 4.1. BASIC STATISTICS

The population of Kosovo is approximately 2,100,000. (2005)  
 A cohort for the last five years has been approximately 35,000.  
 Number of 5-6 year olds in Kindergartens is about 19,000  
 Net Population Growth: 1.2%  
 Number of elementary schools: 959  
 Elementary schools working on: four shifts: 8; Three shifts: 68; Two shifts: 869; One shift: 14  
 Number of elementary school children: 346,627  
 Ethnic Breakdown: Albanian: 334,227 (96%) Serb: No Data (-%) Bosniak: 3149 (<1%) Roma, Ashkali, Egyptian: 11,660 (3.3%) Turk: 2348 (<1%) Gorani: 1292 (<1%)  
 Number of teachers in the elementary schools: 17,500  
 Number of Special schools: 7  
 Number of attached classes: 67  
 Number of children identified with special needs: 1081<sup>13</sup>  
 511 in special schools, 570 in attached classes  
 Sources: MEST, SOK, OSCE

#### ANALYSIS:

The strategy for the development of Pre-university Education in Kosovo (2007 – 2017) clearly states that one fundamental factor to create an adequate and healthy environment for teaching and learning is that schools will work with maximum *two* shifts. SDPE hopes to achieve this objective by 2017.

Currently there are all together 959 schools of which 869 are already working with two shifts, 14 schools have one shift; however, 68 schools have three shifts and eight schools with four shifts.

Therefore, in order to achieve the objective set by the SDPE, 84 more schools need to be built to respond to the current population of school age children needs. One should not forget the population of 1.2% when extrapolating till 2017.

According to our interview with the Ministry of Finance, 80 schools are planned to be built. The aim is to end three and four shifts within five years. However, assuming that all data stay the same relative to the present birth rate, it will take more than fifty years to end school shifts in Kosovo.

It is important to highlight that the issue of shifts is far-reaching for the quality of education in general and education of children with special needs in particular. Apart for what the SDPE indicates as achievable by 2017, to accomplish full inclusion, Kosovo will need to have an educational system functioning with one-shift schools. To stay abreast with the current birth rate, without any improvement, Kosovo should build 24 schools per year.

If the shifts were to end today, 1988 school would be needed: since 8 schools having 4-shifts (i.e. 32 one-shift schools) summed to 68 schools having 3-shifts (i.e. 204 one-shift schools), summed to 869 having 2-shifts (i.e. 1738 one-shift schools) summed to 14 schools having one-shift. Under one shift, schools could be used for clubs and remedial activities for children with special needs in the afternoon. The number of learning hours spent in school could be increased and the path is paved that may lead to an increase in teachers' salaries which will make them more satisfied. Use of a classroom by only one group of children allows for a more educational use of classroom walls, makes use of cabinets more secure, and much less pressure on the school administration.

<sup>13</sup> This number includes estimated number of children in the Serbian schools.

We have not been able to find any area outside of a few countries in Eastern Europe where children regularly attend school in shifts.

Statistics offer little information about education of minorities. There are no official statistics from the Kosovo government concerning Serbian pupils. In the Education sector, the Roma, Ashkali, Egyptian communities is presented separately, whereas the in the general figures, they are divided into "Roma" and "other".

In the world population, both in industrialized and developing countries, the population of children identified having special needs are 15-20%<sup>14</sup>. In Kosovo, that would translate to 55,000 to 70,000 children of elementary school age, or 5500 to 7000 children per cohort. This means that only 1081 out of more than 55,000 children have been identified. If we understand that 3-5% of children have severe impairments, and that these are the children attending attached classes and special schools, then there are a minimum of 10,500 children with severe impairments in Kosovo, meaning that less than 10% have been identified and given meaningful intervention. From the HANDIKOS survey that will soon be discussed, we see that over 500 children with a significant handicap do not attend schools. We also have information from our interviews that a large number of adolescent girls with significant needs do not attend school, as well as Roma, Ashkali, Egyptian children of all ages (MEST, 2007). Using this logic, of the 10,500 children with significant special needs, 1081 have been identified and placed in a special setting; 4000 of these are adolescents who do not attend school because it is too far, too expensive, too embarrassing for the families, too improper for girls and minorities, and too difficult to access with a disability; another 2000 are younger children who also do not attend because of the same reasons, but a higher %age of them are from the Roma, Ashkali, Egyptian communities. The rest are in school but with minimal or no assistance.

One more datum is worth mentioning: Only about 50% of the children the aged 5 attend preschool institutions of any kind, and even less attend if under 5.

#### An Economic Analysis

*The handful does not satisfy the lion*

*Babylonian Talmud*

*I will not marry you for your guineas are too few*

*"Fennario", English folk song*

All major sources have pointed to economic obstacles as a significant issue in moving the education system forward. This section will give an analysis of public expenses in Education, especially education of children with special needs.

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<sup>14</sup> From [ldonline.org](http://ldonline.org): According to the International Dyslexia Association and the Learning Disabilities Association of America, about 15% of the American population (close to one in seven) has a learning disability. Moreover we must add a few more % for children with special needs who are not LD, therefore it goes up to about 20%.

#### 4.2.1. EDUCATION AND SPECIAL NEEDS EDUCATION AS PART OF THE KOSOVO BUDGET

What follows is a year-by-year account of expenditures:

**Table 1: Government Expenditures 2000-2007**

Year	Total Budget (Euros)	Education**	% of Nat. Budget	Special needs Education	% of Education
2000	214,642,438*	58,100,588	27	638,816	1
2001	250,001,856*	59,000,000	24	458,372	0.7
2002	299,498,033	66,559,227	22	815,501	1.2
2003	490,881,284	80,885,247	16	955,531	1.1
2004/5	632,300,000	94,215,001	15	1,112,098	1.2
2006	700,000,000	104,144,220	15	1,338,368	1.3
2007	717,400,000	110,506,686	15	1,310,809	1.2

\* Budget in Deutschmarks, approximate equivalent in Euro

\*\* includes education grant to municipalities

What can be seen from this table are two important phenomena: 1) The percentage of spending for education has constantly decreased over the post-conflict period and 2) the portion of budget dedicated to the education of children with special needs has always been miniscule. To make matters worse, 2003 marked the start of an exodus of donor NGOs, the same year public spending decreased significantly.

#### 4.2.2. EDUCATION, EDUCATION OF CHILDREN WITH SPECIAL NEEDS AND THE 2008 KOSOVO BUDGET (SOURCE: UNMIK/REG/2008/13)

In February 2008, the 2008 budget was approved by the Kosovo Assembly and Signed by the SRSG. Below are highlights and analysis:

The Kosovo national budget for 2008 was 1,119,500,000 Euro, exactly balanced by income plus balance from previous years. The Portion of Education appears in Detail in Annex F.

Less than 2% of the MEST budget is allocated for education of children with special needs, less than the budget for students centre at the University of Prishtina and a little above the National Library budget. Furthermore, the special schools are funded directly by the central government and therefore are included in this budget.

These factors within the MEST budget, as it is possible to see more in detail in Annex F, have been replicated over the years and therefore may be thought of as drastically dwindling, since NGOs – that may have supported children with special needs – have been gradually leaving Kosovo since 2003.

One officer from the Ministry of Finance was interviewed about this issue. She explained that the budget framework is decided upon by the government, and most of the budget is for wages and long-term outlays.

#### 4.2.3. MUNICIPAL BUDGETS

As mentioned earlier in the Law of Municipal Education, the municipalities are responsible for implementation of MEST policy. As yet, education of children with special needs is still the responsibility of the central government, but this may change as the new law goes into effect in 2009. Following is a summary of the municipal budgets for 2008.

Of a total municipal budget of 193,495,757.47 Euro, the education budget was 92,296,628.36, or 47.7%. Of the Education budget, 76,661,333.06 (83%) is salaries, almost all of them teachers' salaries. Of 41,335 municipal

employees, 29,780 (72%) were employed in education, almost all of them teachers<sup>16</sup>. Only 4,036,278.00 (4%) of the Education budget is for school structural improvements, which means that the budget for building the 80 schools planned by MoF is from an entirely different budget. It does not appear in the local budgets, which was recommended by the OSCE. 94%, or 87,026,210.36 of the Municipal Education budget is financed by the national government education grant. According to OSCE analysis, at the moment, about 20% of the budget comes from income at the local government level. This is much less than recommended by the OSCE (2008) where 80% of the budget needs to be generated by local governments. This goal seems quite distant and more so for education.

It seems that of the municipal budgets, only an infinitesimal amount is invested in improving the structure of the schools, including accessibility to children with special needs. Although it is difficult to tell from the figures, it seems that very little money is spent by the municipalities on road improvements, which would make possible school attendance in some of the rural municipalities.

Reviewing budgets of the various municipalities, found that the national education grant were 100% of the education expenditure. The municipality of Prishtina contributed 20% of its own funds to its education budget (the national average is 6% ) while the municipality of Mamushe contributed almost 40% .

Although there is not a great deal of difference in the various municipalities, it is clear from the data that the municipal contribution to education could greatly contribute to changes at the local level. It is also important to train the MED directors in awareness for inclusive education.

#### 4.2.4. THE WORLD BANK INVOLVEMENT IN KOSOVO AND INCLUSIVE EDUCATION

*Most bankers dwell in marble halls,  
Which they get to dwell in because they encourage deposits  
and discourage withdrawals,  
And particularly because they all observe one rule which woe  
betides the banker who fails to heed it,  
Which is you must never lend any money to anybody unless  
they don't need it.*

—Ogden Nash

Up to the time of the Kosovo Declaration of Independence, the financial policy of the Kosovo Government was highly influenced by the World Bank. Although it may be denied by high politicians and officials, this influence will probably continue for some time. Because intensive World Bank involvement is planned for MEST's ten-year strategy for development of pre-university education, and because many educational experts feel daunted by economic analysis, we are including a summary and analysis of the involvement of the World Bank in the reconstruction of Kosovo, especially Kosovo's Education.

In 1999 the EC and the World Bank were given a special mandate for coordination of matters related to the economic recovery, reform and reconstruction of the including (i) economic analysis, estimation of needs, and assessment of priorities for external financing; (ii) harmonization of criteria and conditions for external support; and (iii) review of implementation of donor support programs. (World Bank, 1999)

Little was said about reconstructing the education system.

The 1999 document mentions 200 NGOs active in Kosovo, but when the first author arrived in 2000, the number was more than 700. There was not nearly enough coordination among them (Shahini and Landsman, in Press). According to the 1999 World Bank document, three lessons were learned from other post-conflict situations: 1) Partnership with local owners, 2) Donor coordination, and 3) Sustainability.

In 2004, the World Bank strategy moved from emergency funding to medium-term expenditure framework. (World Bank, 2008)

The 2008 document gives the following analysis of the economic situation in Kosovo:

1. As the post-conflict boom of 2000-04 has subsided, Kosovo's growth has stagnated, with the scaling

<sup>16</sup> This includes the approximately 17,500 elementary school teachers, as well as high school and kindergarten teachers and other administrative personnel.

back of the donor and UN presence serving to counteract the positive effects of increasing domestic investment.

2. A combination of a conservative expenditure rule, under-spending on the capital budget, and buoyant revenues brought Kosovo's balance into surplus in 2006 and swelled the government's accumulated cash deposits to around €245 million (just under 10% of GDP) by mid 2007. (Our Emphasis) From a low base, Kosovo has continued to increase general government revenues rapidly, from 27% of GDP in 2004 to 31% in 2006. Spending, meanwhile, has been steeply curtailed –falling from 33% of GDP in 2004 to 27% of GDP in 2006
  - and as a result, the Kosovo Consolidated Budget (KCB) swung sharply from a deficit of over 6 % of GDP in 2004 to a surplus of 3.5 % of GDP in 2006.
3. Kosovo's external trade continues to be significantly out of balance, even by the standards of SEE. Recorded goods exports amounted to only 5 % of GDP in 2006 –with exports of scrap metal dominating –while recorded imports were over 55 % of GDP.
4. 4. Recent economic stagnation is reflected in the lack of progress in improving living standards. Kosovo's poverty rates are very high compared to neighbouring countries and unlike trends in the region, have not changed over time.
5. There is a direct correlation between poverty and education levels. Over 70% of the people with vocational and tertiary education report being salaried employees, compared to 25% of secondary educated individuals
6. The energy and mining sectors are the key to future growth in Kosovo.

The 2008 document has the following to say about Education:

Kosovo's population is young –nearly one third of the population is

of school age –and growing at around 1.5% per annum. Health and education outcomes are, however, poor, suggesting that the quality of human capital is low; and that reforms of the health and education systems would yield substantial benefits.

Education is one of the few sectors where these strategic ambitions have been articulated in detailed and credible sectoral strategies, namely the Strategy for Development of Pre-University Education in Kosovo (2007–2017) and the Strategy for Development of Higher Education in Kosovo (2005-2015).

1. There is a need for significant investment due to a young and growing population and the current low quality of educational inputs.
2. Education being one of the major public services provided at the municipal level, the institutional capacity building for municipalities and clarification of roles and responsibility of each level of the education system will be critical for promoting the quality of education, thereby contributing to the stability and growth of Kosovo. (World Bank, 2008)
3. Despite the urgent need to improve the quality of education as a basis for economic growth and social stability in Kosovo, education has not attracted much donor support during the last seven years.

In the future, education is to become one of the major investments of the World Bank:

The World Bank will help Kosovo build institutional and management capacities and system needed to improve the quality of education, in line with the government pre-university and higher education strategies. The first phase of the Bank's support, a US\$10 million investment project for education, will support the government in building and strengthening institutional and management capacities at MEST, municipality and school levels. Specifically, the project will aim to: (i) support the new government to improve the design and the organization of its education system, including the legal framework, regulations for all levels and devolved financing mechanisms, (ii) build and strengthen management capacities of the relevant departments of the MEST to improve the quality of education, (iii) develop school mapping, school investment and maintenance plans and standard designs, and construct a pilot model school using the new standards, and (iv) strengthen the management capacities both at the MEST and institutional level for higher education.

The Bank, together with other development partners, aims to introduce a nascent form of a sector-wide approach (SWAP) in supporting education in Kosovo. This method allows using scarce resources efficiently

and effectively, focusing on outcomes for a more coordinated education sector and for building an inclusive education system which will be internationally competitive. This is also seen as a priority for Kosovo's development and long-term accession to the EU.

The proposed operation builds on the IDA grant financed Education Participation Improvement Project (EPIP (2003-2006) and the second Education Participation Improvement Project (EPIP 2) currently financed by the Post Conflict Fund (approved in May 2007). EPIP helped to strengthen the institutional capacities of schools to develop and implement school improvement plans and increase communities' participation in school management. EPIP-II will support Kosovo in the years following status outcome in fostering inclusiveness and tolerance in education through the continuation of the School Development Grants, and by strengthening the capacities of municipalities through the introduction of Municipal Development Grants.

As mentioned above, the World Bank has been involved in four education projects, one in 2000, one in 2003 and two in 2008.

The 2000 project focused on both health and education. In the Education sector the project laid the basis for MEST infrastructure and setting up the basis for municipal allocations. (World Bank, 2000)

In 2002, apparently in continuation of the 2000 project, another project was implemented. It was designed with three major objectives: 1) Train school personnel to identify problems and write projects, 2) Reduce the dropout rate of children from Roma, Ashkali, Egyptian communities, and 3) Improve data collection.

The two newer projects are more focused on the substance of education and are in their early stages: The Institutional Development for Education Project and The Education Innovation Project. These two projects are designed to support MEST's Strategy of Development of Pre-University Education 2007-2017, and the Strategy for Development of Higher Education 2005-2015. Therefore, these projects will be addressed in the proper context later in this report<sup>17</sup>.

## ANALYSIS OF WORLD BANK INTERVENTION AND EDUCATION IN KOSOVO:

The power of the World Bank in Kosovo is significant. There is no strong central national bank nor strong political entities counterbalancing the World Bank's mandate; therefore it is important to monitor its work very closely.

What follows is our modest assessment toward that end:

1. The World Bank has given a thorough, in-depth view of the social and financial situation of Kosovo. The results are depressing, particularly those concerning poverty and unemployment.
2. The SWAP approach should, in principle, link educational development with economic development and therefore in parallel address industrial development/unemployment issues in parallel with education issues. Although there is a willingness to do this, at the moment there is very little evidence of this.
3. As we shall see in the data yet to come, one of the most difficult issues in the Education infrastructure is the relationship between the central government and municipal governments; therefore the Bank is justified in its emphasis on strengthening the ability of the Municipalities to carry out the policies of education. In theory, this direction should reinforce inclusive education and the ability of the municipalities to develop inclusive education programs. The 2000 World Bank project was designed to empower individual schools, but no schools to our knowledge have initiated projects for inclusive education of their own accord. Both the World Bank officials and the municipalities should be encouraged to develop inclusive education at the municipal level, while in parallel developing the economic power to carry out such initiatives.
4. Education was targeted relatively late in the World Bank priorities. Although Education existed as a priority from the beginning, it received relatively low priority, thus missing some of the 2000-2003 boom periods. It seems that Education received the priority it deserved only after the rich labour potential, between educational and economic development, was discovered in 2008.

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<sup>17</sup> It is worthwhile now to mention a curious reference to inclusive education that appears in the Education Innovation Project. In the preliminary description of the project (p. 5), one of the priority areas is called "Enhance the quality of education and inclusiveness". The area includes four activities, that focus on "... the quality of teaching-learning inputs, processes, and outcomes in a holistic manner. It will build on initiatives and pilots carried out on quality-related aspects of education during the last seven years in Kosovo. None of the activities mentioned relates to inclusive education and "inclusiveness" apparently denotes the "holistic manner" in which the quality will be approved.

5. One of the more prominent sections in almost all World Bank documents is “lessons learned”. In all of the social sciences, economics included, this is the most difficult and complex section. Although it is a truism that those who do not study history are doomed to repeat it, modern social history is replete with misapplications and mis-implementations of lessons learned from the former impossible situation. The “lessons learned” by the World Bank were too obvious and too general. For example, the “boom-bust” pattern of conflict intervention was predictable and should have been taken into account. The budget surplus, and thus the stagnation in public spending, and economic development, was also predictable and the powers that be should have compensated for it.
6. Kosovo exports mainly raw materials and this increases its dependence on other countries and does not help its economic empowerment. Also, the agriculture sector is very weak and scarcely developed throughout Kosovo. The economics of raw materials are labour intensive, utilizing infinitesimal amounts of educated individuals. This is a recipe for feeding a vicious circle of poverty. This issue was ignored by the World Bank.
7. One of the more frustrating experiences of attempting educational development in Kosovo is the refusal of the economic establishment to go into debt. To this date, the policy has been exactly the opposite, resulting in lower allocations, unused surplus, and economic stagnation. If this situation causes recovery ten years later, it will be ten years of children receiving less than the education they deserve and will prolong poverty and years wasted by waiting. Development is about taking risks.
8. One last comment on the “long term” Concept. The senior author has had the doubtful honour of spending many years in an area of the world where “emergency” has come to mean just another day. Working in areas of oppression, both in conflict and post conflict. It is clear to him that “long term” means at least a generation (about 25 years). One cannot expect a stable post-conflict society without full commitment of all relevant social and economic institutional support for less than that time.

As mentioned before, the new World Bank projects are intimately connected to the 10-year strategies of MEST and we will examine these separately in chapter 6.

### 4.3 DOCUMENTS ON THE PROCESS OF RECONSTRUCTING EDUCATION: KEC, UNESCO, UNICEF AND SOS

Four important and extensive documents have been issued on educational reconstruction in Kosovo, and we shall bring them in the order they appeared.

#### 4.3.1 EDUCATION IN KOSOVO 2000/2001 – KEC (POPOVCI, HYSENI AND SALIHAIJ, 2001)

The first major report reviewed in this section was carried out by KEC. It discusses the national context of Kosovo at the end of the conflict, the structure of the education system, and the various levels of the system. The report was replete with detailed data. We relate here to the pre-university levels.

**Context:** In the year 2000, Kosovo was characterized as “a rural country”, where two-thirds of the inhabitants lived in villages. The report mentions municipal elections and planned national elections. In the general educational context, it mentions the transition to the ISCED system, which began about a year after the report was issued.

**Reconstruction Strategy:** UNMIK elected to use a “lead agency” strategy, where one agency (UN, foreign government, or international NGO) takes the leadership role in a certain area of reconstruction. UNICEF was responsible for pre-school development, the Finnish government for children with special needs, and the Canadian government for teacher training.

**Preschool:** The report mentions almost 17,000 children in the various preschool programs, (compared to a little less than 25,000 in comparable programs today). Two-thirds of these were in school preparatory programs for five-year olds. Fifty-one of the 381 teachers at this level were classified as under-qualified.

**Primary Schools:** Primary schools are to be no farther than 5 Km from the pupil’s home. Several schools may have the same administration, and then one school is designated as a central school and the others as

satellite schools. Where there are not enough children, classes may be grouped together, up to three levels per classroom. In 2001 there were 930 schools, if satellite schools are counted separately and Serbian schools are included. About 22% of the teachers are not qualified. The overwhelming number of unqualified teachers were students. Although it mentions classroom crowding (1.09 sq metres per student as opposed to the norm of 1.8 sq m), there is no mention of learning in shifts.

#### **4.3.2 PARALLEL WORLDS: THE UNESCO REPORT ON REBUILDING THE EDUCATION SYSTEM IN KOSOVO (SOMMERS AND BUCKLAND, 2004)**

Immediately after termination of the conflict, UNESCO was planning intervention in Kosovo, and ordered a survey on the situation of Education. Although this intervention never materialized (UNICEF became the UN leader for education in Kosovo), the result of the effort was a detailed and entirely human document.

The document discusses the early political struggles, the centre of which was the education system. It details strategies for meeting the early challenges and dealing with the numerous hurdles to jump-starting the system.

Special needs gets a page and a half of the 150-page document. It states that only 510 children with identified special needs attend special schools, and another 11,500 children identified with special needs are learning in regular classes, out of an estimated 30,000 with moderate to severe impairments.

The report documents the entrance of FSDEK I and a planned diversification of classes for children with special needs. The meaning of inclusion in this document is inclusion of all children in the school system. Most of those not attending school at the time of the report were members of the Roma, Ashkali, Egyptian communities and those with impairments.

#### **4.3.3 THE 2005 UNICEF REPORT**

In 2005, UNICEF contracted the Institute of Education at the University of London to conduct an extensive review of the new curriculum that was designed with MEST. After their assignment, UNICEF, along with representatives of MEST felt that as a result of their insights into the curriculum the Institute would be well-placed to prepare a discussion paper on ensuring a quality education to all children of Kosovo. Below, we summarize relevant parts of that discussion paper (Gundara and Peffers, 2005).

Given the legacies of the conflicts, not only political and economic measures are fundamental to the resolution of such conflicts but also, there must be concomitant changes of mind set, including basic attitudes and concepts. This was written in the context of integrating other minority cultures in the education system, but it is true of education of children with special needs as well, and particularly of inclusive education.

According to the report, the Roma community is the only one having to learn an additional language to attend school; the other communities have their mother-tongue as the language of instruction. This disadvantages the Roma communities and undermines any argument for teaching to occur in mother-tongues. Roma, Ashkali and Egyptian communities stay at school for the least amount of time, achieve less than other communities and are clearly the most disadvantaged, especially the female members of the Roma, Ashkali, Egyptian communities.

The Roma, Ashkali, Egyptian communities are the least educated. More than 16% of Roma, Ashkali, Egyptian do not read or write. Illiteracy is more common among Roma, Ashkali, Egyptian women (25%) than men (8%) and is a function of the girls' attendance at school, finishing earlier than boys on the whole. Overall, one-quarter of all Roma, Ashkali, Egyptian children do not attend primary education. The situation is more serious in relation to secondary education where approximately 78% of females and 62% of males are out of classrooms and just 1.4% of Roma, Ashkali, Egyptian women and men attend or have finished high school. Roma, Ashkali, Egyptian people interviewed stressed that poverty rather than culture was the main reason for their children's poor attendance to education.

#### **4.3.4 THE SOS REPORT (MALIQI, SALIHU, PEROLLI-SHEHU AND KRASNIQI, 2008)**

Before continuing with the impressions from our field work, we would like to mention one more report, compiled by SOS (Maliqi, Salihu, Perolli-Shehu and Krasniqi, 2008). This report is new and only now released. The emphasis was on the welfare of children at risk, where education issues are not emphasized. We shall bring here only data not discussed elsewhere in our report.

1. The number of children with disabilities in Kosovo is about 15,000. Only about 10% of them are in school.
2. The number of people in extreme poverty (living on less than one euro per day) is 14%, or approximately 50,000 children.
3. According to the Ombudsperson report to the assembly of Kosovo, corporal punishment appears to be common throughout Kosovo. (Ombudsperson Institute, 2007)
4. 1314 children are in custody of the state because of unacceptable parental care.
5. The average income of children forced to work because of extreme poverty is 7.6 Euros per day. This income is close to teacher wages. 20% of the working children earn 10 Euros per day, above the income of the average teacher.

#### 4.4 THE SERBIAN ENTITY IN KOSOVO

The Serbian presence is strong in the parts of Kosovo adjacent to the Serbian border. For the first few years the UN attempted to establish cooperation with the Serbian population. Much effort and resources were spent furthering the concept of Serbo-Albanian cooperation. Early documents (1999-2002) are replete with attempts to create an integration of Serbian and Albanian Ethnic groups within the Kosovo context. These efforts did not bear fruit, and, retrospectively, time and effort were wasted at reconciliation attempts instead of remediating the plight of education in Kosovo, both on the Albanian and Serbian sides. The Serbian presence in Kosovo is marked by a new parallel system, whereby the Serbian ethnic group gets both instructions and funds from UNMIK and Belgrade, despite accepting funds from UNMIK, the Serbian Municipalities give little cooperation nor data to the Albanian side.

#### SUMMARY

Poverty wants no pity, only justice!

—Migjeni

The documents reviewed in this chapter concern the situation of children with special needs within the school and communities context from the “drier” side. Even from this standpoint, the plight of these children seems depressing. The SOS report called the situation “obnoxious”: The amount of pecuniary resources that the State and the international community is willing to invest in dealing with this issue is minuscule and the planning is conservative and cumbersome. Moreover, the situation seems to be deteriorating. Comparing the UNESCO document (Sommers and Buckland, 2004) with the SDPE (2007, p. 24) it seems that there was no improvement in school attendance between 2002 and 2007. There was a small change in the number of children attending preschool frameworks, which could hardly be called an improvement. In that period less than 100 schools were built, which does not even correspond to the birth rate<sup>18</sup>. Then, as now, “free” education costs money and the poor cannot afford it. Besides the poor, the situation is particularly desperate among the Roma, Ashkali, Egyptian communities, among girls in rural areas and children with a significant disability.

Since the World Bank is to become an important actor in the coming years, it is imperative that MEST experts ensure that the Bank is backing their best opinion and a monitored collaboration is in place.

<sup>18</sup> This takes into account the number of schools, including the satellite schools. Many of these schools have become central schools since that time.

Although tremendous resources have been spent on schools and on training staff, the system is nowhere near minimal requirements for education. Only 40% of the teachers have had extra training, (most of it only a few days) not all in inclusive education nor education of children with special needs. Most elementary school children are in schools no longer than five hours per day (where 40-45 minutes means one "official" hour) and children in attached classes study on the average four "official" school hours per day. Although the curriculum has been revamped, there are no up-to-date text books for children with special needs in the elementary schools. Ten thousand children do not attend school. Although in schools for Ethnic Albanians there is on the average 1 teacher for 20 students, in the actual classroom situation there are usually more than 30 children and one teacher. Teacher salaries are less than 200 Euro/month.

Almost half the population lives in poverty, 14% in abject poverty, living on less than one Euro per day. Children who beg in the streets because of this poverty earn as much money per month as most teachers.





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A young volunteer supporting summer school activities for children, Naim Frashëri primary school, Prishtinë/Pristina

# CHAPTER 5

## THE SITUATION TODAY: A VIEW FROM THE FIELD

*For I see by the briny blood that flows you've  
been wounded in the field.*

—“The Witch of the Westmaerland” (English Folk song)

In this chapter we will focus on giving direct answers to the questions put forward at the end of chapter one. Until now, the data has come only from written documents and rather than from the field. The view from the field will sharpen the picture so that we can see as clearly as possible what the situation is today. In this case, even if the research questions can be answered by documents alone, the answer is not complete until we discern how it is perceived from the field (see Sommers and Buckland, 2004).

Names of those interviewed can be found in Annex E.

## 5.1 WHAT IS THE POLICY FOR EDUCATION OF CHILDREN WITH SPECIAL NEEDS IN KOSOVO?

According to the Kosovo Law on Primary and Secondary Education (LAW NO. 2002/2), each child is assigned the school in his or her catchment area. The child can be moved to another school if it is considered to be in the best interests of the child. A commission of experts is to determine this, upon request of the school or the parents.

The *de facto* policy in the field is children are identified by their parents or the schools as having special needs. According to our interviews with directors of the regular schools and special schools, the norm is that the school forms an opinion of whether or not the child should be in the school and negotiates with the parents concerning the proper framework for the child. When either side is not satisfied, a medical specialist (now, increasingly, a psychologist) is consulted.

If, according to this process, a child is determined to need special education, and there is an attached class in the school, the child is placed in that class. If not, the child is referred to a special school.

If there is no attached class and the special school is too distant, the child usually stays at home.

Deaf children and children with sight impairments – confirmed by medical personnel – are referred to the special schools for that purpose. Again, if technical arrangements are too difficult, the child stays at home. In rare cases, usually because of parental pressure, children who would otherwise stay at home end up at the catchment school or at an attached class in another school.

If the child remains in a regular class, the school provides no special consideration nor material, and special considerations are up to the teacher or the parents.

A tricky question is how well the policy of inclusion is disseminated from the central government to the municipalities. This question is complex because for the moment the major responsibility for children with special needs is with the central government. However, as we read the regulations, responsibility only shifts to MEST if the child is taken from the regular class and placed in the special class; therefore, responsibility for children with special needs included in the regular class should be with the municipalities. At the moment, only three municipalities have entered into a municipal process towards inclusion: Pejë/Peć, Gjilan/Gnjilane and Mitrovicë/Mitrovica. Save the Children has initiated planning commissions in these municipalities, with the goal of moving the inclusion process forward. With the exception of these three municipalities, we believe that it is fair to say that as a policy there is no inclusive education at the municipal level. Municipalities have made no plans for carrying out inclusive education at the municipal level at this time. Two directors even suggested opening up more special schools and having a separate municipal budget for special education, but this may be because 27 of the 29 Albanian MEDs began work in the 2007-8 school year and were not familiar with all the rules and procedures. At the start of 2008 a call for candidates for regional assessment commissions was published, but to this date only in Ferizaj/Uroševac has the commission been set up and it is only working partially (interviews with HandiKOS and MEST Special Education officer). Although Counselling centres are mentioned in the Law, there are no centres open. As mentioned above, we interviewed nearly 100 municipal and national officials. The vast consensus was to define inclusion as conservatively as possible; that is, including all children in the school system. This is most likely due to two facts that almost all the officials are new to the terminology and that these officials are chosen for their practical skills (as opposed to philosophical or ideological skills) and it is more practical to define inclusion in terms of a goal that can be attained with a relatively high probability.

Close to 30% of the officials defined inclusion in – or near – the terms we have used in this report. Not a single one of that 30% believed that inclusion as thus defined can be achieved in the foreseeable future. However, among those who gave the more conservative definition, nearly half believed (and desired) that inclusion thus defined can be achieved within five years.

## 5.2 HOW CLEAR IS THIS POLICY IN LEGAL AND OTHER OFFICIAL DOCUMENTS?

Although the policy as written in the Law gives much room for interpretation, every person interviewed, from the school directors up to the top state officials, knew that the adopted policy is inclusion of all children in the regular schools. In this case, the perception of the policy is clearer than the official written one. All school directors and MEDs could define inclusion properly and know how it should be implemented in the schools. All MEST documents propound the policy of inclusion, meaning responsible inclusion (Vaughn and Schumm, 1995).

## 5.3 HOW IS THE TASK OF EDUCATION FOR CHILDREN WITH SPECIAL NEEDS DIVIDED AMONG THE GOVERNMENTAL BODIES OF KOSOVO, AS WELL AS AMONG THE NGOS AND INTERNATIONAL BODIES? WHAT ARE THE VARIOUS ROLES, RESPONSIBILITIES, CAPACITIES AND MECHANISMS OF PROVISION OF FINANCIAL AND TECHNICAL SUPPORT?

**MEST:** MEST officers interviewed say that the entire responsibility of special education is in the hands of MEST. This is supported by budget figures which show that 260 workers in special education are funded by the central government. Of the 29 MEDs interviewed, 5 (17%) said they had no data on special education for that reason, although all but one obtained the data in the end.

It is not clear from the written documents nor from the interviews if responsibility for children with special needs will be decentralized. The issue does not appear in the Strategic Plan for education 2007-2017, was not mentioned by the major special education actors, and was not clear from the new law.

**MEDs:** As mentioned above, education of children with special needs is at the moment the responsibility of the central government, although in the attached classes the physical maintenance is in the hands of the MED, as in the rest of the school. Responsibilities of the municipalities are at the moment more potential than real. All of the MEDs we interviewed knew the meaning of inclusive education and acknowledged its importance. If the schools begin working according to the principle of inclusive education, the MEDs will have a central role.

**CSWs:** Another government agency dealing with children with special needs is the Ministry of Labour and Social Work which operates the municipal centres of Social Work, much in the same fashion as the MEDs.

All CSW directors gave the same answers to areas of activity, dictated by the ministry. As far as children with special needs are concerned, they deal either with children who have severe family problems (orphans, divorce, family violence etc) or children at the margins of society (trafficking, worst forms of child labour, etc.). Centres from the larger cities were more overworked and had trouble filling posts. This is because of the movement from the villages to the cities, depleting the villages and overcrowding the cities – and their CSWs.

There is no coordination to speak of between Social Work and Education at the municipal level. The exception was the three municipalities where Save the Children was active (see above).

There are almost no professional social workers in CSWs in Kosovo, since there is no institution to train them. "Social workers" have training that ranges from a high school education to University education, usually in the Social Sciences.

The Urban CSWs know of many street children and a surprisingly large number of them attend school. Most of those who do not attend school come from extremely poor and dysfunctional families, many of which are not from Kosovo but rather from members of the Roma, Ashkali, Egyptian communities arriving from Albania, or work in a larger city while they live in an outlying village.

Although two directors were indifferent (perhaps frustrated at our interviewers taking their time), the rest showed concern and engagement in their work, and often our interviewers could feel the pain as they described the terrible poverty and the impotence the social workers feel in dealing with it.

The following are not government agencies, but have statutory authority or have an official and defined status in their relationship with the Kosovo government:

**UNICEF:** UNICEF is the foremost UN agency dealing with Education in Kosovo. Since the end of the conflict UNICEF supported access for most of the school age children and prepared the ground for the introduction of pedagogical innovations. Over the years, UNICEF has gradually shifted its focus from direct service support towards interventions that target comprehensive reforms in the education sector to increasingly improve access, quality and equity in basic education.

**UNICEF** has pioneered in the analysis of positive policies and practices in education, and developed a model of quality education based on five key elements of 1) what learners bring (health, language, culture), 2) environments, 3) content, 4) processes, and 5) outcomes and translated this into specific program called 'Child-Friendly Schools.'

**UNICEF** in Kosovo has been involved, among other initiative, in curriculum development, child friendly schools initiative, early childhood education and the creation of an inclusive education system .

**UNICEF** was appointed leader agency in curriculum development. However, the scope of activities spans the entire life-space of children with special needs and education in Kosovo. UNICEF has consistently supported school reform through its implementing partners and is coordinating with all actors in this sector.

**FSDEK I and II:** FSDEK is not an NGO, but an entity created by the government of Finland and chosen by UNMIK to give direct aid to Kosovo to develop and carry out a policy towards education of children with special needs. In the words of FSDEK's web site, its aim is: To contribute to the educational reform in Kosovo through the development of an inclusive education system that will benefit all learners experiencing barriers to learning and be models for respect and peaceful co-existence among all. It is customary do relate to the two phases of FSDEK as FSDEK I (up to 2004) and FSDEK II (2004 to the present). FSDEK II is presently finishing its mission but some members staying on until the end of 2008 The Finnish government is continuing its support for a longer period, and the nature of this support is under discussion.

According to the Lead Agency concept adapted by the UNMIK Department of Education and Science, FSDEK was responsible for the Special Education sector of MEST and over the years, the responsibility was gradually passed to the local officials.

The scope of involvement of FSDEK is enormous and overreaching. Each and every major decision concerning education of children with special needs has been influenced to varying extents by FSDEK experts. FSDEK has coordinated with all local partners at all levels – from the school to the national level, often with a remarkable effort. It has carried out or supported pre-service and in-service training of teachers and other education officials, has given programs to parents and has carried out awareness programs to the education sector and to the public at large. Despite consciousness of sustainability issues, and strong efforts to deal with them, all people interviewed who had contact with the work of FSDEK showed anxiety of what will happen after the pullout and despite the promise of the Finnish government to continue significant support in this sector. This is, of course, normal, and reflects both existential anxiety and unfortunate experiences with other international support organizations.

**Parents Councils:** As seen above, the Kosovo Education Law provides for School and Municipal Parent's Committees. It is important to add that not all municipalities have an active parents' council. A few of the MEDs mentioned them but could not remember names. Others seemed to have very active committees, although their motivation to lobby for change was rather limited. It is also interesting to point out that there are no women involved in these councils. All parent councils that are active are coordinated with school administration and MEDs and most of them felt they could be more active.

Table 2 summarizes the interviews of the parent-council members (n=10):

**Table 2: Characteristics of Parents Councils**

Gender	Profession	Activities of PC
Male 100%	Free professions 80%	Raising money 40%
	Business 10%	School Maintenance 50%
	Hired worker 10%	School Policy (especially hiring teachers) 30%
		Donations to families (usually food and school supplies) 40%

## PARENTS AND TEACHERS ASSOCIATIONS (PTA)

The PTA are associations that bring together community and parental involvement in educational issues. They belong to the civil society, work at municipal level and are officially recognized by the Ministry as partners.

The following NGOs are active in working with children with special needs in Kosovo:

**HandiKOS:** This is the oldest extant NGO dealing with children with special needs in Kosovo, founded in 1983. HandiKOS is the major NGO for advocacy and rendering services for persons with every kind of disability, both physical and intellectual. They have detailed information on over 12,000 people with disabilities registered with them. The extent of HandiKOS activities is wide and it is undoubtedly the key contact for anything in Kosovo dealing with persons with disabilities. HandiKOS is active in 25 municipalities, running 10 centres (six of which belong to the municipalities). The centres are both service centres and advocacy centres.

HandiKOS has a large list of donors and partners and is a popular pipeline for carrying out activities for PWD. The activities, partners and donors are too long to mention here and can be found in an informative document (HandiKOS, 2003). From our visits to the centres, discussions with HandiKOS representatives and with several partner/donor organizations, HandiKOS has a strong network and seems to have almost official status. The President of HandiKOS believes that this is because the services given officially by the government are very low (interview with Halit Ferizi). HandiKOS workers have been extensively trained and HandiKOS is contracted by several organizations to give training to teachers, parents and other health professionals. All of the 12,000 registered PWD have received training in some form and awareness campaigns have reached almost every home. HandiKOS workers and volunteers are trained in the community-based rehabilitation (CBR) intervention strategy and have a deep understanding of it. The practical approach of HandiKOS tends to the service rather than inclusion strategy and when mentioning inclusion the meaning tends to be accessibility. An example of this is Mr. Ferizi's opinion, voiced in an interview, that the Special Education Officers in MEST should be upgraded to an independent unit.

We have no doubt of the importance of this actor and can learn much from the strategy and immense activity carried out by HandiKOS.

**Save the Children:** Save the Children is another giant actor on the scene of children with special needs, especially with preschool children. From 2001 to 2003 all kindergarten teachers had short inclusion training and an intensive project was carried out in three municipalities where 19 children were included in regular kindergarten classes. Four teacher resource centres and three HandiKOS centres are supported. Save the Children has also established professional groups for monitoring and educational improvements in kindergartens. Save the Children has also invested in networking, establishing meetings of stakeholders to discuss issues concerning children with special needs. The NGO has connections in both Albanian and Serbian areas and has good partnerships with MEST, municipalities, FSDEK and HandiKOS, among others. Save the Children was the first to use the Inclusion index in Kosovo and has translated it into Albanian.

A project with particularly strong possibilities is training which Save the Children has given in the Portage Project curriculum. This project has been translated into Albanian (lately a new translation was completed by WHO) and could be utilized across the country in a relatively short period of time with minimal effort, with powerful results. This curriculum breaks early child development (birth to 6 years) into small teachable tasks and can be adapted for individual or small group use. It can be taught to parents, older brothers and sisters, as well as teachers. This curriculum has the potential to make inclusion much more palatable to teachers who say they agree with the inclusive process but have no tools

Save the Children has also initiated the direction of full inclusion in the three municipalities where it has been involved. Departing from the custom of working only in Kindergartens, this NGO is now working at the primary school level and has begun this initiative by beginning the stage of preliminary planning for an inclusive environment in the schools where it is active. It envisioned that in about five years these municipalities will have a system ready for inclusive education.

**KEC:** The Kosovo Education Center (KEC) is a local NGO mostly financed by the Soros Foundation. In the past, KEC has been involved in Higher education development, as well as some important programs in Pre-university, but for the past 3 years its major project has been its Third Millennium School, which accepts almost no children with special needs. Its greatest contribution in this direction has been its Step-by-Step program, in the kindergartens and primary school, which has been very popular and has had an influence on pedagogical methodology that was noticed in our field observations. Maintenance of this program has passed on to MEST, although a significant expansion is in the making at the elementary school level.

**HADER:** Hader was established about 12 years ago by the mother of a child with special needs. Originally the activities took place in her home. But three years ago a new building was built with donations on a plot

belonging to the Municipality. Hader was meant to be a club for children with special needs and their parents, where they come for a few hours per day and have educational and social activities. The new centre has dormitory facilities where the children can stay all the time if needed.

A total of 205 children are connected with Hader; 50 of whom come more rarely since they have more serious disabilities. Of the children who are school age (many "clients" of the club are adults, still coming with their mothers) about 20 do not go to school. According to the director of Hader, the special school in Prizren, near where the club resides, refused to take the children, claiming that their disabilities were too serious for the school (this was confirmed later officially). Nevertheless, this is still an improvement over several years ago when almost all the children were not accepted.

Our workers visited the club and found some children in group work with a defectologist, cooking in the kitchen and another group doing physical exercises. Another group was in a classroom learning to read.

The club employs ten workers (some of them volunteers) and has the services of a doctor, psychologist, physiotherapist, defectologist, and psychiatrist. Students in psychology do practical work in the club.

We interviewed mothers of some of the children who were present in the club. Although some of the children whose parents we interviewed attend school, those of whom didn't give financial reasons as well as the fact that some of the schools had told the parents that their child was too impaired to go to school. One school director specifically told the mother to send her child to Hader (instead of the school). At the moment, Hader is getting support from the Soros foundation. A Kosovan businessman has kindly donated a van to transport the children to school.

**Down Syndrome Association** This association was organized recently by a couple, Drin and Leonora Bajrektari, who have a daughter with Down Syndrome. They have managed to set up a centre in Prishtinë/Priština where children come outside of school hours – even very young children attend. They have managed to convince some parents to send their children to school. The centre also provides professional support services (e.g. physiotherapy and speech therapy). Most of the people who work there are volunteers. The Association has also managed a major achievement, opening up a café, "X-21", run by three men with Down Syndrome.

**TEMA:** TEMA is a local NGO supported by an Italian organization dedicated to training for inclusive education. Lately, TEMA has been supported by FSDEK and MEST. TEMA works with children, parents and teachers. In summer 2008 there were activities for 150 children with and without special needs and volunteer teachers. Over the last two years 240 teachers and 60 parents received training in inclusive education. They are presently involved in another training project and hope to be financed by UNICEF.

TEMA is integrally coordinated with MEST and FSDEK and the dominant people in TEMA have prominent positions in the MEST structure and have been trained in several FSDEK programs. In our opinion, this organization has potential and can be utilized in training programs for teachers and parents.

**Care International:** Care International is working on a complex project with Roma, Ashkali, Egyptian communities. The project addresses some of the causes underlying the discrimination and exclusion of the Roma, Ashkali and Egyptian minority population in Kosovo. In doing so it confronts a number of critical factors that prevent their stabilization and re-integration into Kosovo society such as their unequal access to health and educational services, poverty and unemployment, and the lack of strong and effective civil society organizations with the capacity to advocate for the fulfilment of their needs, concerns and expectations. The project is funded by the European Union and managed by the European Commission Liaison office.

Project activities include the capacity building of Roma, Ashkali, Egyptian NGOs as a means of facilitating both the participation of Roma, Ashkali, Egyptian communities in decision-making structures at local and central levels and the establishment of an open dialogue with regards to the stabilization process with other civil society organizations and relevant local and central authorities in Kosovo. The project is focused in the regions of: Prishtinë/Priština, Gjiilan/Gnjilane, Mitrovicë/Mitrovica and Pejë/Peć. It works in 21 sites within the above mentioned regions.

From the material we have collected and our interviews, we have found that Care International is the leader in work with the Roma, Ashkali, Egyptian communities and has made significant inroads towards integrating the community into greater society. However, from the data on the plight of the community there is still much undone. There is also the issue with new community members continually arriving from Albania and which are highly marginalized. Of course, this issue raises strong dilemmas concerning immigration and ill-treatment of the newcomers. One of the MEDs we interviewed mentioned that he tried to deport them back to Albania.

Care International has invested significantly in this community in funds and professional know-how and has good coordination with government bodies.

**Balkan Sunflowers:** The Balkan Sunflowers is an International NGO that in Kosovo mostly works with minorities, especially the Roma, Ashkali, Egyptian community. This year they opened a learning centre in Fushë Kosovë/Kosovo Polje and almost all the children who come to the centre are of Roma, Ashkali, Egyptian origin. During the summer the centre is running a Summer Camp with about 250 children. Almost all are from the Roma, Ashkali, Egyptian communities, but some are from Bosnian and Albanian communities. A great deal of children are learning to read and write. The NGO also addresses the large Roma, Ashkali, Egyptian dropout problem. The Balkan Sunflowers have a more limited capacity than Care International, but are focused and have made significant gains in those areas where they operate.

**SOS Kinderdorf:** SOS is an international NGO which specializes in children in a severe family risk situation, as well as transit homes for children up for adoption. In Kosovo, SOS runs three transit homes: a kindergarten (which includes children from outside the SOS village located in a residential area), a home for children with special needs, and a prevention project for at-risk families.

**QPEA:** This is a local NGO, based in Ferizaj/Uroševac, founded in 2000. QPEA operates in most of the regions of Kosovo and basically implements projects funded by regional organizations. QPEA operates training seminars, trains local trainers, and visits schools to implement material learned in the seminars. The programs have exposed 7300 teachers to various levels of psychosocial training and trained 52 local professionals as trainers. Most of the seminars include a multicultural group of teachers, mostly Bosnian and Turkish as well as Albanian. The NGO operates a counselling centre in Ferizaj/ Uroševac and nearby areas. It has published several pamphlets in Albanian. The approach of this NGO is eclectic and generic psychosocial. It would be worthwhile to coordinate inclusion activities with this NGO.

Table 3 summarizes the division of labour among the various organizations dealing with children with special needs in Kosovo.

Table 3: Activities Of Organizations Dealing with Children with Special Needs

Name	Official Status	Roles & Responsibilities	Capacities	Target for Support	Nature of Support
MEST	Governmental	Creating Policy and all implementation of legal responsibilities	Inspection and implementation of government policy in the Education sector	All frameworks dealing with children with special needs, mostly in formal frameworks.	Direct interaction, training, quality control
MEDs	Governmental	Minimal responsibilities at this time	No official capacities at this time. Unofficial implementation of transport and building maintenance	Some direct work with families of children with special needs	Indirect support of special schools and attached classes, transport and building maintenance
CSWs	Governmental	Street children, children at risk.	Protection programs for at-risk children, support of shelters, advice to courts	At-risk children from poor or multi-problem families	More recipient than giver of support, implementation of Government policy
UNICEF	UN organization	Support of all organizations dealing with children, advocacy, advisory to government at all levels, research	Support of organizations dealing with children, usually through local and international partners	Local and international organizations dealing with children with special needs	Direct support of implementing partners
HandiKOS	Local NGO, performing some quasi-governmental tasks	Community centres, teachers and parents training, advocacy, research, informal activities	Implementation of projects and ongoing services, surveys, training	People with all kinds of handicaps, their parents and teachers. Other service providers	Direct implementation of partner support, advocacy and lobbying

Name	Official Status	Roles & Responsibilities	Capacities	Target for Support	Nature of Support
Save the Children	International NGO	Teacher training, advocacy, implementation at the preschool level, inclusion initiatives, developing didactic materials	Development of pedagogical materials, training, advocacy, coordination of actors, capacity building	Mostly preschool and young children. Direct implementation of inclusive programs	Mostly implement of own funds, initiatives by international and local actors
KEC	Local NGO	Advocacy, implementation of specific projects, especially step by step	Implementation of projects with partners, advocacy, capacity building	Schools and institutions of higher education	Capacity building and focused initiatives
FSDEK	International, Government to government	MEST partner for inclusive education policy, Preparation for implementation of the policy at all levels from teacher to University to parents to government	capacity building, need assessment, advisory to government in setting priorities, training and advocacy at all levels	The education system at all levels	Direct implementation, advocacy and awareness, support of partner implementers, lately to MEST
Parents Councils	Non-governmental, but acting by legal authority	Mostly supplementing physical maintenance, advocacy, advisory to government officials	Fund-raising, aid in school maintenance, advisory to schools and municipalities	Schools and municipalities, depending on who elects them	Direct implementation of focused projects, participation on policy commissions
Hader	Local NGO	Prizren area, framework for children with significant impairments	Implementation with partners, direct volunteer work	Children with severe disabilities and their parents	Direct implementation of supplemental education
Down Syndrome Association	Local NGO	Prishtina Area	Implementation with partners, direct volunteer work	Children with Down Syndrome and their parents	Direct implementation of supplemental education

Name	Official Status	Roles & Responsibilities	Capacities	Target for Support	Nature of Support
TEMA	Local NGO	Teacher training, programs for children with special needs	Implementations with partners, especially MEST and FSDEK	Children with special needs, parents and teachers	Direct implementation with partners
Care International	International NGO	Community work and capacity building with minorities	Implementation of community development policies, support of local initiatives	Roma, Ashkali, Egyptian communities	Direct intervention with own funds, local initiatives and community work
Balkan Sunflowers	International NGO	Community work with minorities	Direct work with minorities, implementation with partners	Roma, Ashkali, Egyptian communities	Implementation of focused projects
SOS Kinderdorf	International NGO	At-risk families, candidates for adoption	Direct work with at-risk families and abandoned children	At-risk or disintegrated families	Direct implementation
QPEA	Local NGO	Psychosocial training and dissemination of material of psychosocial nature	Direct work, including minorities	Teachers and Faculty/Department of Education, counselling	Implementation of diverse projects, eclectic

## 5.4 WHAT IS THE STATE OF CHILDREN WITH SPECIAL NEEDS IN KOSOVO, IN AND OUTSIDE THE SCHOOL SYSTEM? WHAT IS THE ACCESSIBILITY, CONDITION AND QUALITY OF THEIR LEARNING?

In order to answer this question, which is actually the heart of the report, we will divide it into the following topics: 1) Accessibility and school attendance, 2) Classroom conditions, 3) Curriculum, 4) Teacher training, 5) Classroom atmosphere and 6) After-school activities. Most of the data presented here were gathered through interviews and from observations.

### 5.4.1. ACCESSIBILITY AND SCHOOL ATTENDANCE

It has been accepted in all official documents, and was discussed in many interviews, that the truancy rate in Kosovo is 3% which, out of 349,000 pupils, is more than 10,000 children. It should be emphasized that truancy rates do not include preschools, since they are not mandatory. Except for the preschools, it would seem logical that the truancy rate rises with age and for the most part would include children with special needs and adolescent girls whose parents keep them at home for cultural reasons. Another source of truancy are young children (aged 7-9) who have not been assessed yet and the parents do not know where to send the child. One interviewee, a psychologist at a child mental health centre, says that each year she sees approximately 20 children in that situation, usually from outlying areas where the child assessed is the first born and the parents are not informed about transportation to special schools or classes.

Many of those who do not attend or drop out belong to the Roma, Ashkali, Egyptian communities. According to SOK (2008) there are about 24,000 members of these communities in Kosovo. Approximately 12,000 are children, which means about 670 children of these communities are born each year, which means that the

number of children between 6 and 15 is about 6,500. According to the UNICEF (2005) report, 25% , of those of elementary school age and 65% of secondary school age do not go to school; that is, approximately 1800 children at the age of compulsory education age. Although the reasons in these communities are complex, a conservative estimate would be that 1000 children not attending are children with special needs.

Another reason for not attending school is accessibility problems. HandiKOS has conducted a survey (also financed by UNICEF) of the situation of children with disabilities in Kosovo, in 2007. The survey was conducted on a sample of 300 children aged 4-18, and roughly representative of the various ethnic groups in Kosovo. The sample included children with physical, mental, multiple, deaf and blind disabilities.

47% of those interviewed were illiterate and only 24% were attending schools at the time of the interview. The most frequent reason for not attending school was their disability (88%).

Although 75% of the parents wanted to send their child to preschool, only 2% actually did.

49% depend on their families for transportation to school, including the special provisions where the municipality is required to provide transport.

On a national scale, HandiKOS has a list of 550 children not attending school because of their disability. We interviewed 35 of these children and/or their parents. We found that 80% did not attend because of their disability, which means that the transportation could not take the child, there were not proper ramps or other access devices at school, or the disability itself made learning difficult. Another 10% of the children interviewed will go to school this year, and the remaining 10% had other problems (girls in the upper elementary grades, could not afford transportation etc.).

From our visit to Hader we learned that 20 children do not attend the special school because their cognitive behaviour is low. If we assume that about half of 1% are at that intellectual level in the country then we would expect that about 1800 children are not accepted in the special schools because of a low cognitive level.

In our visits to the various municipalities, we discovered these reasons for truancy: The distance from school, poverty, cultural reasons (children of minorities or stigma in the villages against girls attending school), parental low educational background/awareness, and low learning achievements. There is no doubt that most of these reasons are intimately connected to children with special needs.

During our visits to do classroom observations, one of the teachers of an attached class mentioned that she could not take two children to her classroom, as they were diagnosed with "hypophrenia". This is the Eastern European equivalent of "intellectual disability". For this diagnosis, these two children did not attend school. This is strange because in general, there was a huge range of problems represented by the children of the attached classes. Each school had its own policy of whom to accept and whom to reject. Those rejected by the attached classes and live far from the nearest special school invariably did not attend school at all.

Our estimate is that of the 10,000 children not attending school, 70% are children with special needs. If we look at these data from another perspective, 7000 of Kosovo's 55,000 children with special needs do not attend school (13%).

#### 5.4.2 CLASSROOM CONDITIONS

Table 4 table shows classroom conditions in the classrooms observed.

The estimation of physical conditions were:

Good: New school or recently painted. Easy access and no obstacles. Nothing unpleasant in the environment to deter learning. Pedagogical use of walls, or at least pleasant decorations.

Average: Old school, painting not renewed, but reasonably well-kept.

Poor: Paint falling off walls, no cabinet, children's doodle on walls, bad smell, and aesthetic surroundings so poor as to distract from learning.

**Table 4: Classroom Conditions**

Physical conditions/Type of class	Regular	Attached	Special School
Number of children	14-38 (median 32)	6-13 (Median 9)	3-7 (median 6)
Physical condition of environment good/average/poor	10%/45%/45%	10%/45%/45%	30%/60%/10%
Classroom walls decorated	45%	75%	100%
Classrooms with laboratories	75%	100%	100%
Technology in classroom	5%	85%	95%
Technology used during observation	0%	10%	0%
Number of hours per day in school	4-5	3-4	4-5

During the observations we saw that the classrooms were large enough and there was not a feeling of crowding, even with 38 children in the class. In the regular classes, the walls usually had no decorations and often children's doodles were seen on the walls. The wall in the halls, on the other hand, were always decorated. The explanations given by the teachers was that because of the shifts, it is very difficult to keep decorations in good repair.

Most of the regular classes did not even have a cabinet. In one of the schools, the toilets were backed up and a stench permeated the nearby environs.

School attendance in shifts was given as the reason for the children spending fewer hours in school. However, children in attached classes invariably had a shorter time in school even though a large number either did not study in shifts or had fewer shifts than the regular classes. Children in the special schools attended for the same number of hours as children in the regular schools.

### 5.4.3 CURRICULUM

The curriculum used in schools at the present is not adapted for children with special needs. The teachers need to either adapt it to children with special needs or develop their own. These adaptations are not passed to other teachers, although teachers who work in the same school often share the results of their work or even work on lesson plans together. As mentioned in chapter three, a primer has been written for children with special needs, but is not used outside the school where it was written. Resource centres have been established in some of the special schools, but at this writing, utilization of them is just beginning to get organized.

### 5.4.4 TEACHER TRAINING

Pre-service training. Pre-service training in Kosovo is done either in the department of Pedagogy in the Faculty of Philosophy, or in the Faculty of Education, which has evolved from the higher schools of pedagogy and has campuses in Gjilan/Gnjilane, Prizren and Gjakovë/Đakovica. Of the two institutions, the Department of Pedagogy gives a stronger background in special education for those who choose it. The faculty of education has one required course and two elective courses in education of children with special needs. At the moment, fifteen students are in a Masters program in inclusive education and one person is doing a doctorate in this subject in Finland.

From our interviews it seems clear that there are not yet enough qualified personnel in the Faculty of Education to give extensive training in inclusive education, nor in education of children with special needs within the regular education system.

Of the teachers in the schools, approximately 20% finished high school (many of these are students in the Faculty of Education), 70% finished higher training in pedagogy (that is, Faculty of Education, Department of Pedagogy or high pedagogical training before the teachers training was given University status) and 10% received University training that was not pedagogical (e.g. biology or albanology). Of the teachers teaching in attached classes, approximately 85% were qualified in special education.

In-service training. There are three major actors in in-service training for children with special needs in Kosovo: FSDEK, Save the Children and KEC. MEST is often mentioned by teachers as giving in-service training, but usually this training is sponsored by one of the above actors, or has been moved to MEST as a part of sustainability measures. Also other organizations have been mentioned in this document as giving training to teachers: UNICEF, HandiKOS, TEMA, Care International, Balkan Sunflowers, and QPEA. Together with these organizations, about 8000 teachers have had some training concerning children with special needs, but this number is maximal, as there is a significant overlapping for two reasons: first, many teachers have been registered in more than one training, furthermore because the organization implements a training financed by another organization trainings reported often overlapped one.

Also teachers are given a one-day training session that must be followed up to be effective, but this is not always done.

Almost all of the teachers in special education schools and attached classes (even those who have not officially studied special education) have had training through FSDEK, usually the more intense kind. Many have also received training from other actors and continue with formal or informal training or consultations. Although this is still only a beginning, the teachers in the special schools and attached classes are slowly learning to utilize knowledge concerning work with special needs, including utilizing the resource centres. This group of nearly 150 teachers is probably the most- and best- trained of teachers concerning children with special needs in Kosovo.

The Kindergarten teachers have also had training in both inclusive education and in working with children with special needs. Actors in this area are mostly Save the children and KEC. It is safe to say that close to 100% of these teachers have received some training. The downside is that only 60% of the children per cohort attend kindergarten.

All in all, close to 2500 teachers and school directors have been exposed to either inclusive education or education of children with special needs, through FSDEK. This training ranges from personal development training (more than 140 teachers and various education officials), at about 60 credit hours, to a week-long training in mathematical difficulties (75 teachers in 2007), to one-day awareness training (all school directors). More than 2000 teachers have had TESFA (Towards Effective Schools for All) workshops, and TESFA trainers have also been trained.

Of the 97 teachers in regular classes that we observed, seven mentioned "FSDEK" training while 31 of those who taught "step-by-step" classes had been trained by KEC. Fifteen mentioned being given training by MEST, some of which was probably funded by FSDEK, Save the Children or KEC. Seven mentioned training by other organizations. Finally, 37 had no extra training.

Only 12 had more than five days of formal in-service training in the past two years. From what we gathered from the interviews and a focus group at a workshop we attended in Prizren, the teachers in general learn about new methods and approaches from each other, in breaks at the teachers' rooms or at coffee with their colleagues outside of school.

In one school (Gjilan/Gnjilane) the director mentioned training from 11 different organizations.

Of the 45 teachers who attended a workshop we attended in Prizren, only two had attended training concerning inclusive education.

Up to 8000 of Kosovo's 17,500 elementary school teachers have had training by actors in the field of children with special needs. .

#### 5.4.5 CLASSROOM ATMOSPHERE

In this section we deal with the emotional mood of the class, which may be discerned by classroom observations. As a result of the observations the lessons were rated using criteria from The Stanford Teacher Competence Guide (Soled, 1995). Five of the criteria specifically related to classroom atmosphere were used. The criteria were: 1) appropriate aims, 2) pacing the lesson, 3) clarity of the lesson, 4) pupil participation and attention, and 5) teacher-pupil rapport. The lesson was rated from one to three in each of the five criteria, one being the most problematic atmosphere and three being the most pleasant. Thus, a score of 15 was the highest score and five was the lowest. Then the scores were aggregated and averaged for each group. The results are shown in Table 5.

**Table 5: Average Ratings According to type of Class**

Type of Class	Mean score
Special School N=30	12.2
Attached Class N=38	11.8
Regular Classes Step by Step N=31	12.1
Other Regular Classes N=66	11.5

As we can see from the above table, the classes with the best atmosphere were the special education classes, although the step-by-step classes were not far behind. Analysis of the results among the other regular classes shows that the low score is due to poorer teacher-pupil rapport (mean = 2.1) and to not adapting the aims of the lesson to the variety of pupils in the classroom (mean = 1.8). Teachers of all classes could often be seen hugging the children, and even in the most authoritarian classes the children seemed to enjoy being there.

Teachers in regular classes were able to identify children with academic problems, and 9% of the children were so labelled by their teachers. About half of the teachers did some work with these children in the afternoon. None of the teachers mentioned consultations with itinerant teachers concerning these children.

Except for one break of 15 minutes during the (short) day, the children stayed in class during the breaks.

#### 5.4.6 AFTER-SCHOOL ACTIVITIES

As mentioned in the chapter about methods, this study focused on formal education. However, we visited several organizations working with children with special needs after school. In addition to them, children go to municipal clubs (mostly adolescents) and other activities offered by local and international NGOs.

HandiKOS has centres in all major population areas. Children (and adults) registered with HandiKOS visit these centres, which give both educational and recreational activities. Balkan Sunflowers and Care international have targeted minority communities (specifically the Roma, Ashkali, Egyptian communities) and have planned activities for them, covering almost all of these communities. There are also lessons for children who do not go to school, especially during the summer.

The Down Syndrome Association has a building in Prishtina with activities for children with Down syndrome. Hader, as mentioned before, has a building where over 200 children with severe impairments go for activities after school, and, in some cases, in place of school.

Some parents of children with autism have privately hired people to work with their children, although not as a group. One mother has privately brought a group of German Applied Behavior Analysis professionals to train a psychology student to work with her daughter.

What are the effectiveness and challenges of the three systems – the attached class, regular class, and special school – for children with special needs in Kosovo?

Regular Classes: Of the estimated 50,000 children with special needs in Kosovo, approximately 1000 have been identified and are in an attached class or a special school. Likewise, there are a miniscule number of children officially identified with special needs and in regular classes. Approximately 7000 do not attend school. This leaves 42,000 children with special needs in a regular school setting who have not been assessed. Treatment of these children is left to the regular teacher or the parents, usually based upon their intuition. Of the 97 classes we observed, only twelve children had been officially identified as having special needs (eight of the twelve had an obvious physical problem). . .

Resource centres and itinerant teachers are the instrument for disseminating information to the regular schools, but at the moment there are only six itinerant teachers (three of them part-time) for over 900 regular schools. FSDEK, Save the Children and HandiKOS all have regional resource centres and the school directors have been given awareness training about them, but at this writing it is not clear how much they will be actually used; the centres are regional and access is difficult for teachers of outlying areas. It is definitely clear to us that each municipality must have a resource centre and each school a teacher who can advise the teachers in a regular school, and this an absolute minimum for moving in the direction of inclusive education and the most basic and elementary resources for dealing with children with special needs in the regular school.

One of the key figures in education of children with special needs is the school psychologist, who must assess the child's abilities and problems and work with the school staff in developing solutions. Unfortunately, this resource has already begun on the wrong foot. Licensing of psychologists is regulated by the Ministry of Health, which recognizes the Masters degree as entry level. At present, more than 40 psychologists are employed in schools, only six of whom have a Master's degree. The rest have no qualifications at all to assess children with special needs. The University of Prishtina has accepted 120 people into the Master's degree program in psychology, and, as mentioned, only six of them have been hired in schools. Hiring unqualified psychologists to work in schools is a travesty to the children and teachers. This practice must stop immediately.

Attached Class: It should be stated up front that FSDEK II recently commissioned a study on the effectiveness of the attached class whose results are not yet available. Therefore, the results of that study will have to be treated separately when they become available. It would seem that there are three major challenges to the attached class: 1) Delivering quality education to children with special needs, 2) integration of these children into regular classes, and 3) delivering consultation services to the regular teachers. It was the vision of FSDEK that the teachers of these classes will contribute to the integration of children from attached classes into the regular classroom and serve as a professional resource to the teachers of the regular classes; this vision has not yet been realized, but it seems that the process is beginning. Preliminary results of the above study seem to indicate that a small number of children have been returned to regular classes, but not as many as hoped. Concerning the quality of education for children with special needs, our field workers observed 38 classes. In 9 of the classes parents were present, acting as informal teachers aides. The teachers in 24 of the classes tended to be aloof, adopting the traditional authoritarian teaching style, with a certain advantage that clear tasks were given to the children. The tasks were individualized, indicating that the teachers were aware of the large diversity in the classes. The children usually stayed in the classrooms, even in the larger break, which to some extent defeats the purpose of at least socially integrating the children into the regular school. We saw 9 teachers highly committed to integrating their children in regular classes, with some success. In five schools cakes were served the children at the longer break.

It is also worth noting that, as a rule, the children seemed to enjoy attending the classes, even with the more authoritarian teachers. There was almost always an atmosphere of learning in the classes. No behaviour problems were observed.

In one school in Gjilan/Gnjilane mention was made of consultations concerning children with special needs in regular classes. This was not mentioned in any other school.

Classes in Special Schools: As in the attached classes, three major challenges can be discerned for education in the special schools: 1) integration of children from the special school into the attached class or regular class, 2) supplying quality education to the children in the school, and 3) supplying consultation services to the regular schools. There is a significant overlap of disabilities in special schools and attached classes. About 70% of the children could have been in either and there were many children in special schools who had better achievement than children in attached classes. There were less than 20 children observed with severe impairments. Factors determining placement are the distance of the special school from the home of the child and the stigma involved in sending the child to a special school. This phenomenon tends to moot the question of moving the children to attached classes, as most of the children can move to attached classes if there is room in the class, if the child can be transported to the school in a comfortable manner, and/or if the parents have the awareness to force the issue with the local authorities. Some of the students in the special schools can be integrated directly into the regular class as well as they would be integrated into the attached class.

Teachers work hard to adapt the curriculum to their students. If more of these curricula were shared, the teachers would have to work less. This could be done through the resource centres. Almost all the teachers seemed motivated and the children seemed to enjoy going to school. Where the impairments were greater there was less actual teaching going on and the teachers had more difficulty to adapt the curricula to these children. However, even in this situation it was clear that the teachers had educational activities in mind.

Table 6 Summarizes the effectiveness and challenges in these three frameworks:

**Table 6: Effectiveness and Challenges, Frameworks for Children with Special Needs**

Class/Effectiveness-Challenge	Regular Class	Attached Class	Class in Special Schools
Systematic Curriculum	-	Informal	Informal
Trained teachers for children with special needs	Almost none	~100%	~100%
Strategy for integration	Usually none	Beginning, a few children now integrated <sup>19</sup>	A few children moved to attached classes
Teamwork for children with special needs	None	None	Informal teamwork common
IEP Development	No	mostly informal	Mostly informal, some formal
Preschool/Kindergarten Prevention	Almost none	About 50 Identified children in preschools and kindergartens	Beginning, special schools have preschool classes
Assessment	None to speak of	All children with some assessment, usually by doctor	All children with some assessment, usually by doctor

From this table it can be seen that the overall effectiveness of education with special needs in Kosovo is low, but lowest in the regular classes, where there is almost no effectiveness and almost all challenge. This pattern is common in many countries and shows an emphasis on special education more than inclusion.

## 5.5 NOTES ON THE SERBIAN ENTITY IN KOSOVO

Since there is very little data, and therefore danger that it will be swallowed up in the data for the Albanian majority, we shall give some separate room for the state of education of children with special needs in the Serbian areas of Kosovo.

According to the representative of "Save the Children" in North Mitrovica<sup>20</sup>, one special school and two attached classes are in the Serbian areas. Twenty-four children attend the special school in North Mitrovica, eight children attend the attached class in Leposavic and six in Zubin Potok. Registration for a special framework is decided by a municipal commission. Psychologists, logopeds and other support staff are employed to work with the children in special classes. About 80% of the teachers fulfil the basic formal education requirements. Children study 3-4 hours per day. The schools consider the policies and legislation from Serbia binding; so the UNMIK-supported government is considered as extra support, mainly financially.

It seems that there is very little awareness in the community and among the parents about the needs of children with special needs, whether in special education classes or not even in school because of parental embarrassment or indifference.

Save the children in North Mitrovica has established a centre for integration of children with disabilities, a community-based rehabilitation centre which has acquired a very good name.

The four schools observed were for the most part neat and clean – very orderly. All of the teachers seemed to have a great deal of patience for the children. Three of the four schools were in villages, where, with one

<sup>19</sup> A survey is currently being carried out by KPI on this issue

<sup>20</sup> The data given here is on the responsibility of the person interviewed (who gave his answers in writing) and does not necessarily correspond with official statistics. Since it is not known how reliable either of the sources are, the reader is invited to use his or her own prejudices.

exception, there were less than 20 children in the class. In some of the classes there were fewer than five children. The highest number of pupils in a classroom was 27. In each classroom there are toilets and the schools have computers and lab rooms.

None of the schools observed run on more than two shifts. The observers commented on the good relations between the pupils and the teacher, in all their observations.

It is interesting that when asked to identify children with special needs, more than half of those identified were among the best children in the class and the teacher mentioned the needs of these children.

## SUMMARY

From the information in this chapter, we can discern both improvements and desperate situations at the policy level. Although UNICEF and HandiKOS have provided a handbook and trained MEST officials, the procedure is not implemented on the field in any municipality. At this writing, there is no official procedure followed for identifying and assessing children with special needs. The delineation between the national and municipal sectors in dealing with children with special needs is not clear enough, leading to each side placing on the shoulders of the other the responsibility for improving services with special needs and the blame when improvement is not forthcoming.

At the municipal level, there is no policy for inclusive education, nor are there plans at this time for establishing inclusive education as a pervasive policy. The exception is the three municipalities where Save the Children has begun to bring services together to establish and implement inclusion. One of the reasons for this remiss is that almost all of the MED directors are new and have not completed the process of studying the problem and formulating possible solutions.

There is not enough cooperation between Health, Education and Welfare sectors at the municipal level. Again, the exception is in those municipalities where Save the Children is working.

There are dozens of organizations dealing with the problems of children with special needs in Kosovo, and among the major actors, there is some coordination among them. All organizations coordinate with MEST, although MEST does not exercise a great deal of control over their work.

While significant inroads has been made with the Roma, Ashkali, Egyptian communities, and the situation is still unacceptable. Part of the issue is that members of the Community are from Albania. So far this problem has not been solved at the policy level. Because there has been much ill feeling and ill will concerning this issue, we will make clear that our vision of the solution is integration. The Serbian minority often has better conditions than the Albanian majority because of double budgets.

Seven thousand children with special needs do not attend school, that is 13% of the estimated population of children with special needs in Kosovo.

Physical conditions of classrooms are mainly poor. Children attend school in shifts and the number of hours at school is significantly below European standards (25 hours in Kosovo as opposed to 30-35 hours per week in Western Europe). Children in attached classes often attend fewer hours than children in regular classes.

The curriculum for education of children with special needs is sparse. Teachers informally adapt the curriculum to the needs of the children. There are few technical aids and these are seldom used in class. Resource centres exist at the regional level. The Faculty of education does not teach inclusion as an overriding policy and does not have enough courses preparing teachers to deal with children with special needs. There are not enough qualified personnel to teach courses on children with special needs, nor to teach inclusion practices. There have been efforts to change this situation, but not enough. Of the teachers of attached classes and special schools, 85 % were trained in Special Education, mostly at the Department of Pedagogy in the Faculty of Philosophy.

Up to 8000 (out of 17,500) teachers have had in-service training for inclusive education or teaching children with special needs, but most of this has been for only a few days. There is a tiny amount of ongoing supervision of teachers in this area. There are many organizations working to train teachers; they are coordinated with, but not directed by, MEST. Classes in special schools and "step-by-step" classes in regular schools had the best atmosphere in the classroom. Because of the shifts, breaks are too short and children are not always sent to play outside. In the attached classes, parents often come to the class and act as ad-hoc teaching aides.

Unqualified school psychologists have been hired, where qualified ones exist. For the moment, we define a qualified psychologist as one with a Master's degree, or at least registered in the program for the Master's degree. There is a significant problem of integrating children with special needs from attached classes into regular classes, and IEPs are often not formulated.





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UNICEF supported activity, bringing together children from attached and regular classes, Naim Frashëri primary school, Prishtinë/Pristina.

# CHAPTER 6

## THE FUTURE

*The high that proved too high, the heroic for earth too hard,  
The passion that left the ground to lose itself in the sky,  
Are music sent up to God by the lover and the bard.*

—Robert Browning, "Abt Vogler"

In this chapter we shall discuss the ten-year Strategy for the Development of Pre-University Education in Kosovo (SDPE).

## 6.1 THE STRATEGY FOR THE DEVELOPMENT OF PRE-UNIVERSITY EDUCATION 2007 - 2017

According to the Strategy for the Development of Pre-University Education (SDPE) 2007-2017 (MEST, 2006), in the political and economic sphere, there have been a series of developments that essentially changed the overall social, political and economic context for the education sector in Kosovo, allowing for more long-term planning.

According to the SDPE, from 2000 until 2005 over 700 education leaders participated in some form of training in education leadership in different levels of administration and in various institutions of the system. These programs lacked institutional sustainability and depth in addressing issues of leadership; however, they played a key role in offering basic education services in the beginning (during the emergency phase of 1999 – 2001), and in increasing quality of these services in the phase of system consolidation (2002 – 2005).<sup>21</sup>

In the opinion of the authors of the plan, this means that that the revamping of the Educational System through strong local leadership has just begun and continuation of the process is crucial.

Another feature of this period (SDPE: MEST 2006) was the direct transfer of up-to-date experience in the field of education leadership from the large number of international experts to the local manager. In the central MEST administration alone in 2002, over 30 international consultants, experts, and officials were active. For comparison, at that time, the central education administration employed 50 local staff. Other international experts were engaged at the regional and municipal level, in various non-governmental organizations and government education support projects, which were involved in active daily interaction and cooperation with the Kosovan education leaders and managers at all levels. There was a controlled process of transfer of authority from UNMIK officials and lead agencies to the local staff (including senior positions).

Along with these changes SDPE reports significant errors in hiring of personnel, underutilization of human resources, and lack of monitoring, inspection and evaluation, as well as lack of reliable data on the system of education. All these, coupled with inadequate tracing of students after leaving an education institution seem to have resulted in unsatisfactory quality of education services.

SDPE reports that in spite of the significant accomplishments (curriculum development, textbooks, etc.) the end result is an unsatisfactory quality of education services and of education provision. The SDPE, in assessing the present situation, states many times over the vast amount of energy put into building education in Kosovo. As many times, it mentions the sorry state in which Kosovo still finds itself.

The report declares that 97 % of children at the age of compulsory education (6-15) attend school regularly.

The report goes on to document a tremendous amount of teacher education and training, at all levels. The report concludes similarly: Expert groups found numerous difficulties and problems in the field of pre-service and in-service teacher training in Kosovo. In the first place, they stressed the large number (18 % in elementary education) of unqualified teachers in Kosovo schools, lack of regulations on accreditation of programs and organizations offering teacher training programs, and, especially, problems with the very low level of teachers' salaries and the wrong and non-motivating pay and grading system in education. Inability to include all teachers in training programs and relative superficiality of training programs were some of the concerns that asked for urgent treatment by experts in the process of development of the strategy. It should be emphasized, that even the training mentioned by the report is not necessarily in inclusive education or in work of any kind with children with special needs. (MEST, 2006)

Another issue is infrastructure. Schools were rebuilt after the war, and 28 new schools were built. In the ten-year strategic program developed by MEST in 2006 it is affirmed that:

“Kosovo – a knowledge society, integrated in European trends with equal opportunities for personal development of all its members, who contribute to the sustainable economic and social development.” (MEST, 2006, p. 40)

<sup>21</sup> Of course, these trainings were not necessarily concerned with children with special needs.

Its mission statement:

“Build an all-inclusive system of education that provides conditions for quality education and training of all individuals by actively involving in and promoting practices of lifelong learning and values of democratic society” (MEST, 2006, p. 41).

#### The strategic goals:

1. Quality and efficient governance, leadership, and management of the system of Education.
2. A functional system of providing quality learning based on standards comparable with those of the developed countries.
3. All-inclusiveness, equity, and respect of diversity in education.
4. An effective system of in-service and pre-service training of the teaching staff.
5. An adequate and healthy physical environment for teaching and learning.
6. A sustainable connection of education with general social and economic developments.
7. Advancing the material situation in education.

Although all the above goals are relevant, the third and fourth are most important to the system dealing with children with special needs. Let us first look at the document’s definition of inclusive education:

Inclusion of citizens in the education system is one of the indicators of the level of development in a society. Equity implies being equal in status, having equal opportunities, to receive an equal treatment, free of any discrimination, barriers and prejudice. This principle requires that all persons and institutions involved in the schooling arena (as are teaching and administration personnel, students/pupils, groups at risk, schools etc.), are given equal rights according to their status, are treated equally for a normal individual and institutional development and for successful accomplishment of their duties and responsibilities. Equity can be expressed in numbers and in proportions. Respect of equity is seen as a minimal standard of today’s moral and educational culture, whereas providing equal opportunities for all is a pre-condition for ensuring active participation of citizens in the social life. (MEST 2006, pp 31-32.)

This definition uses the minimalist definition of inclusion; i.e. inclusion in the education system. There is imminent danger in the words “according to their status”; which may be construed to mean placement by classification.

#### These problems are exacerbated by the indicators of the third goal:

1. Until 2017 all children will be included in compulsory education;
2. Until 2017, at least 70% of children of age-group 5-6 are included in some form of pre-primary education, whereas 35% of age group 0-5 are included in preschool education;
3. Until 2017, at least 85% of the respective age-group are included in the programs of upper secondary general and vocational education and training ;
4. Until 2017, majority of children with special needs are included in compulsory education;
5. Various programs are provided to support return of adults in the system of Education. (p. 32)

Certainly, indicator 1 dangerously contradicts indicator 4. The first indicator refers to all children accessing compulsory education whilst indicator 4 gives an impression that children with special needs do not belong to the “all children” group.

#### Measure 4.3.4 addresses specifically the issue of children with special needs:

- MEST, in cooperation with other institutions, creates conditions for supporting processes of inclusion of children with special needs in all levels of education.
- Activities are organized for raising societal awareness on the importance of inclusion of children with special needs.

- Designing and implementation in schools of an inclusive curriculum that meets the individual needs of the child by implementing an Individual Education Plan.
- Qualification and re-qualification of teachers in the field of inclusive education
- Transformation of special schools into resource Centres to assist processes of inclusion in regular schools
- Setting up of psychological and pedagogic councils in schools to facilitate inclusion
- Organizing of the diagnosing and education evaluation.
- Building of cross-sector partnerships between education, health, and social welfare with the purpose of enhancing services of inclusive education.
- Development of rehab services at the level of municipalities;
- Setting up of quality and professional standards for experts in the field of rehabilitation. (p. 34-35)

## 6.2 ANALYSIS

It seems then that the Strategic Plan calls for realization of much of the inclusive vision, expecting the special schools to be transformed into resource centres by 2017 and striving for support of children with special needs by adding multi-disciplinary input to the schools, and calling for professional diagnosis of the special needs of children.

Conspicuously missing are supporting teachers or teacher's aids in inclusive classes and a limiting of the number of children in the classroom. Moreover, it is not clear what MEST means by "qualification" of teachers for inclusive education.

The next goal is also relevant, as mentioned above. The program calls for all teachers to have professional training and have at least one license by 2017.

By 2015 the teachers training programs must meet European standards. Inclusive education is not mentioned in delineation of this goal, but perhaps it may be assumed that meeting of European standards means training for inclusive education.

The most significant issue concerning this goal is how it will be accomplished. For the past seven years millions of Euro and countless experts have been involved in training past and future teachers and the result is that only 60% have had any training at all. Training, and especially retraining, of teachers entails intensive exposure to principles of inclusive education, exposure to experienced teachers who know how to do inclusive education in the classroom and extensive supervision, all over several years. At the moment, it is not certain that the Faculty of Education has begun to turn out knowledgeable and committed teachers in this direction. Retraining 15,000 teachers requires at least three times the resources already expended, to say nothing of the fact that we are in a period where donations to Kosovo (including FSDEK) are winding down.

Similarly, measure 4.5.4 calls for building new schools where students study in more than two shifts. First, this means that two shifts will be the norm, even in 2017. This is a major surrender to unjust education of all children, especially children with special needs. With effort and sacrifice we can achieve one-shift schools only by 2017 (see recommendations).

Resources required are much greater than what has been invested to this time, and again we can state that resources from the international community are dwindling.

It is interesting that the strategic plan does not mention an important resource with special needs: Gifted children.

In sum, we can conclude that the document does not foresee solutions to the pressing problems of the Education System in the next ten years, and it is uncertain whether adequate resources will be forthcoming or adequately deployed to properly address what has been propagated. The upside is that it seems the planners seem to have accepted the principles of inclusive education, which is a start.

## SUMMARY

*Today has been a lonesome day.*

*Looks like tomorrow 'be the same old way.*

—Anonymous (American Blues)

The SDPE gives a depressing look at the next ten years, where many of the pressing problems concerning children with special needs are not solved. The authors of the program seem to be resigned to another ten years of struggle, still not meeting European standards of effective schools for all. However, there is expected to be a significant improvement in teachers training and ability of teachers to develop and implement IEP. The transformation of special schools to resource centre is to be complete.

On the other hand, ending the shifts, significant increase in teachers' pay, introduction of teachers' aides, a special education expert and psychologist in every school are not considered nor discussed. The systems equivalent of the welcoming school is not envisioned.





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Children and trainers from NGOTema, getting ready for an outdoor game,  
Naim Frashëri primary school, Prishtinë/Pristina.

# CHAPTER 7

## CONCLUSIONS AND RECOMMENDATIONS

*He drew a circle that shut me out  
Heretic, rebel, a thing to flout  
But love and I had the wit to win;  
We drew a circle that took him in.  
—Edwin Markham*

*I know. But I do not approve.  
And I am not resigned.  
—Edna St. Vincent Millay, “Dirge without music”*

In this final chapter we shall attempt to answer the four final questions put to us by the UNICEF concept paper:

What are good practices and lessons learned from various interventions by government and non-governmental organizations? What are the previous and existing activities, approaches and successes?

Which future approaches would be most appropriate and sustainable?

What guidance can be offered to policy makers in order to assess and (re)strategize their current policies, systems and practices so that their service will be improved and obstacles to achieve successful implementation will be overcome?

What recommendations can be drawn from the study to advocate the government to improve their services? <sup>22</sup>

## 7.1 CONCLUSIONS AND LESSONS LEARNED

**From the sea of material above, the following conclusions may be drawn:**

1. A great deal of resources and efforts have been spent on creating a relevant, viable and sustainable education system based on the philosophy of full inclusion of children with special needs in the heart of the school system, i.e. the regular class.
2. The result has barely scratched the surface of what must be done to bring the revolution and fully include every child in the educational system. The situation has been called "obnoxious" by the SOS report and one of our interviewees, a child and adolescent psychiatrist, called it "a disaster".
3. We believe that now that awareness is widespread, the most important actors in this field – teachers and parents – are ready for more in-depth training in strategies for education of children with special needs.
4. The present fiscal strategy has led to under-spending at both the local and national levels. Sorely needed funds remain unused and a surplus is registered in the public budget. We must overcome the trepidations leading to under-spending and utilize the full budget.

## 7.2 RECOMMENDATIONS

Recommendations address different levels of Kosovo actors involved in the education system, namely the Central Government, the Municipalities and the schools.

Many of the interventions require a cross- sectoral approach. UNICEF believes that is important to clarify the responsibilities at the level of Central government, Municipal government or individual schools. This is essential to clearly define the accountability of the process moving towards inclusive education.

UNICEF deems that all these recommendations must be considered and implemented in order to approach a fully inclusive educational system able to address the needs of every child; some of these recommendations will however need more time to be implemented. When this is the case it will be clearly indicated.

### **➤ FULL INCLUSION OF CHILDREN WITH SPECIAL NEEDS IN THE EDUCATIONAL SYSTEM MUST BE CLEARLY SET AS A PRIORITY**

The right of children with special needs to be fully included in the educational system must be officially recognized and implemented:

**MEST** will reformulate its Pre-University Strategy goals and indicators stating in plain language the commitment to guarantee the attendance of compulsory education for ALL the children. Specifically, indicator number 4 stating that by 2017 *majority of children* with special needs will be included in compulsory education (MEST, 2006, p.32) will be reformulated with: by 2017 the majority of children with identified special needs will be included in regular compulsory education.

<sup>22</sup> See UNICEF concept paper, available from UNICEF offices, Prishtina.

**MUNICIPALITIES** will be the main operational agents in education of children with special needs and including them in the regular classrooms

Municipal officers must be employed to end truancy. They should work in the Municipal Department of Education, with strong connections to the Departments of Health and Welfare.

### ➤ **STRENGTHEN THE CAPACITY TO COLLECT, ANALYSE AND DISSEMINATE DATA ON CHILDREN WITH SPECIAL NEEDS**

#### **1) CROSS SECTORAL GOVERNMENTAL LEVEL (MEST, MOH, SOK, MLSW)**

Government will be able to insure that all data are gathered, shared, and regularly reported.

#### **2) MUNICIPALITIES**

Ensure that correct and adequate information on special needs is collected and stored.

#### **3) SCHOOLS**

School administrators trained for data entry for internal use and dissemination to other levels.

### ➤ **TRAINING ON SPECIAL NEEDS TO BE CONDUCTED AT ALL LEVELS TO STRENGTHEN CAPACITY AND KNOWLEDGE OF RELEVANT ACTORS TO MOVE TOWARDS INCLUSIVE EDUCATION**

#### **MEST**

- Establish Training Authorities, which will accredit and coordinate teacher training. Only in-depth training leading to a clear skill, either how to work with children with special needs or how to integrate them in the regular schools will be approved.

- Continue institutional Capacity development on special needs for Leaders at the Central Government level

- Intensive training for Kosovo's teachers on special needs set as a priority at the *pre-service* level

- The entire Faculty of Education must be dedicated to inclusion and it must become the leader in this area. True inclusive education should be the business of regular education, not special education.

- At least one University required course and one elective course per semester for the entire duration of studies, to the MA, must be in understanding children with special needs and/or including them in the classroom. Practical work of students must occur only in inclusive classrooms; that is, classrooms where at least 15% of the children have special needs and at least 1 student with a significant impairment. The teacher of the class will have had intensive training of at least 100 hours per year (that is two days per month) for three years.

Re-training of faculty professors should also be given priority.

- Establish the credential of "Expert in Special Education": a person with a Bachelor in Education in Special Education from the Faculty of Education (at present such a diploma does not exist) or the Department of Pedagogy, plus 2 years supervised field work, or Master of Education in Special Education. A person with this credential will receive a 20% salary increment. The supervisors may come from the 15 Master's students completing their studies in inclusive education, as well as other proven experts.

#### **MUNICIPALITIES**

- Deepen institutional Capacity development on special needs for Leaders at the municipality level

- Intensive training for Kosovo's teachers on special needs set as a priority at the *in-service* level

### ➤ ESTABLISH SUPPORT SERVICES FOR CHILDREN WITH SPECIAL NEEDS AND THEIR FAMILIES MUNICIPALITIES

- Itinerant<sup>23</sup> teachers of children with special needs will be employed where roads are too difficult to travel or distances too great or families too poor and embarrassed, or children too impaired. They will give each child at least five hours per week of teaching.
- Set up Municipal Psychological and Counselling services, trained to make relevant pedagogical recommendations rather than merely classify. Only qualified psychologists may be hired (more information can be found in annex G).
- Even qualified psychologists must be retrained to work within a welcoming framework. One full-time psychologist should be available per 1000 children.
- Municipalities using data on special needs to assess the needs for transportation to be provided and planned. Clear responsibilities among MEST and municipalities need to be defined.

### ➤ TECHNOLOGY SUPPORT MUNICIPALITIES AND SCHOOLS

- Educational technology must be developed, especially in the field of special needs. Technology helps equalize education strategies and allows for high didactic level with minimal training.
- A primer for teaching children with special needs to read, computer games in reading and mathematics are essential. More than being developed, teachers must be encouraged and trained to use the technology.
- Establish educational technology industry under one of the municipalities (long term)

### ➤ ENDING SCHOOL SHIFTS MEST

- In order to achieve full inclusion in education MEST will need, within 10 years, to end completely shifts in schools.

Practical proposals to implement this process are:

- a) Setting up a national weekly lottery dedicated solely for the purpose of building educational institutions and classrooms.
- b) A competition for school planning in the faculties of engineering and architecture. Each municipality will choose the model fitting it.
- c) Adding 2% VAT dedicated to school building.
- d) Use Caravans if absolutely necessary. Studying in Caravans is preferable to studying in shifts. There are companies manufacturing caravans suitable for educational activities.

### ➤ OVERALL IMPROVEMENT OF SCHOOL CONDITIONS MUNICIPALITIES AND SCHOOLS

Besides ending shifts, the quality of conditions in schools must be improved, both by better building maintenance and better teacher salaries.

Therefore, on the long term municipalities should create revenues and allocate them exclusively for special needs education. This could be done developing one industry or business, the profits from which would be dedicated entirely to overall improvement of education: salaries, equipment, school infrastructures, etc.

Small loans, donor investment, local initiatives, World Bank involvement are just some ways that could help sustaining this initiative.

<sup>23</sup> Not to be confused with present itinerant teachers whose job is to give consultation to teachers in regular schools.

## ➤ TEACHER'S ASSISTANTS

### MEST

In every class with children with special needs there will be one teacher's assistant committed to inclusion at least half time.

Until teachers' assistants can be afforded, it may be possible to have teachers' assistants in all classes by the following measures:

- a) Require high school graduates to give one year of service – by Law. Of the approximately 20,000-25,000 young people giving this service, 10,000 will be used as support teachers. They will receive basic training that will be part of the awareness program for inclusion.
- b) Those who volunteer for a second year will receive advanced training that will be considered equivalent to coursework in the Faculty of Education.

A fund will be created, giving the volunteers a lump sum at the end of their service, enough to provide a year of transportation to the Faculty and tuition.

## ➤ INCLUDE GIFTED CHILDREN

### MEST

Develop an amendment to the Pre-University Strategic Plan dealing with education for gifted children.

## 7.3. BEST PRACTICES

We will divide the question of best practices into two questions:

Successes from present and past intervention, which we shall answer now, and recommended best practices for dealing with children with special needs within a welcoming framework (see chapter 1) under today's constraints, which are found in Annex I.

1. Much successful work has been done in the kindergartens and the basis there for inclusive education is relatively strong, thanks to the Step-by-Step program and interventions by Save the Children. Raising the number of children attending these environments will lay a good foundation for inclusive education in the schools.
2. The resource centres are beginning and have good potential. There should be one in every municipality, to say the least.
3. Teachers of attached classes should be further trained as consultants for regular schools. Itinerant teachers can then be moved to schools where there is no attached class (this is the informal tendency today and can be formalized). This project should be expanded.
4. Besides the aforementioned intervention by Save the Children in the kindergartens, several Save the Children projects qualify as best practices:
  - 4.1. The Portage project, which has been translated into Albanian by WHO, can be used in all kindergartens, preschools, special schools, and attached classes in the lower grades. This project is systematic and relatively easy to use for kindergarten and special education teachers.
  - 4.2. The Save the Children "Realizing the rights of children with disabilities" project will be soon expanded in three municipalities which could lead to reasonable inclusive practices there in a relatively acceptable time frame (about five years). In order to utilize this initiative to the maximum, it could be closely monitored and each stage applied in other municipalities by MEST or another organization as soon as that particular stage is completed in the pilot project. This could possibly be an alternative means of reaching toward inclusive education in ten years' time.
  - 4.3. Save the Children has also initiated inter-office and NGO stakeholder's meetings at the municipal level and these commissions can be utilized as coordinating commissions for assessing and implementing in-service teachers training programs for that municipality.
5. The KEC Step-by-step has also been very helpful and should be continued and expanded, especially as good preparation for inclusive education. Step-by-step is working in almost all the kindergartens and is expanding to the elementary schools.

6. FSDEK, the leader in this field, has developed a strategy for changing the educational philosophy of the entire country that has largely worked. These strategies can be continued, as much as possible through key people who have acquired skills and professional credentials for moving the system toward inclusive strategies. The Finnish Government has expressed willingness to continue support of Education in Kosovo for three more years, and many of the recommendations can be proposed to it for this time.

## SUMMARY

*Yet every generation seems to give out a bellow of anguish at some point, as if it had been betrayed, sold out, sold short... This is due to the strong but unacknowledged belief that something better than oneself is possible.*

—Doris Lessing, *Briefing for a Descent into Hell*

In this chapter we related to conclusions concerning the unacceptable state in which we find education in Kosovo in general, and education of children with special needs in particular. We mentioned two possible ways that progress can be accelerated; one way delineated by the Save the Children Inclusive Education Project, and another suggested by us in Annex H. We have attempted to show responsibility toward the situation by not only proposing what to do, but proposing how to do it. However, the what is the important part, while the how may be debated and improved.

The point is that the way towards inclusive education is possible if the country is willing to make sacrifices and to give education of its young people the highest priority.

In order to do this, the intensive training of Kosovo's teachers must be continued and intensified, both at the pre-service and at the in-service levels. Economic risks must be taken at the Municipal and National levels and we must open our hearts and minds to creative and daring solutions. We must keep in mind that those who do not do, do not fail.

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# **ANNEX A**

## **ADDITIONS TO THE HISTORICAL OVERVIEW**

The following is summarized from Leutloff and Pichl (2000):

### **General education situation in Kosovo after WW II**

Prior to the Serb political domination in Kosovo in 1991, the educational institutions were administered and maintained independently from Serbia within the general system of autonomy, with the Ministry of Education, Science and Culture of Kosovo as the highest organ. The educational authorities of Kosovo were fully at liberty to compile and approve the curricula and to control the whole educational system of Kosovo.

At the University of Prishtina – inaugurated 1970 – the subjects were taught in two languages, Albanian and Serbian. In primary and secondary schools, Albanian and Serbian language education functioned as parallel mediums of education in Kosovo, too. This system was closely related to the comprehensive regulations regarding minority protection within the Yugoslav constitutional framework of 1974.

### **Parallel school and university-system 1991-1999**

However, with the abolition of Kosovo's autonomy by the Serbian regime in 1989/90 the effects on the educational system were disastrous.

In 1991 the Serbian political regime annulled the Kosovo legislation on education, science and culture, introduced Serbian laws instead and closed down school buildings of primary and secondary education by force. Around 14,500 primary and 4,000 secondary school teachers and 862 university teachers of Albanian ethnicity were dismissed. The Albanian teaching staff, pupils and students were forced to find shelter in private homes so as to continue teaching. In addition, the lectures, administration and finances of the two academic communities were separated. To the international public this system became known as the "parallel educational system". The Albanian schools and faculties were very badly equipped. Due to the difficult educational and social conditions the numbers of Albanian students dropped. Yet, in 1996 there were around 16,000 students (both full time and part time) studying at the parallel Albanian University of Prishtina and coping with shifts in classrooms and halls.

On the Serbian side, the number of students was difficult to estimate. However, due to the economic crisis in Serbia, investment was also very rare in "Serb" schools and faculty-buildings and the maintenance of the buildings was very poor. The quality of teaching and research lagged far behind western European standards. (Leutloff and Pichl, 2000)

The Milosevic period (1991-1999) was one of chaos for both the Albanian and Serbian populations. Schools were at times run on shift, where one shift was attended by Serbian children and another by Albanian children. At times, and at some places, Albanians attended alternative classes in homes. During the conflagration of the conflict in 1998-9, most of the educational institutions were closed or working on and off. The cease-fire found the entire system in tatters, most of the children were in refugee camps and many schools gutted and unusable. According to a UNICEF survey (2000), of the 1000 schools in Kosovo, 450 were destroyed or unusable. The land around over 200 schools was mined.

### **Cease-fire and reconstruction, 2000-2002**

The 1999-2001 period was characterized by vast reconstruction of the schools and putting the education – indeed the entire country – in working order. The pupils had to come back from exile, a provisional government to be formed, and schools to be rebuilt. In September some of the schools opened and the University opened for the 2000-1 school year.

# ANNEX B

## THE SALAMANCA DECLARATION

**1. We, the delegates of the World Conference** on Special Needs Education representing ninety-two governments and twenty-five international organizations, assembled here in Salamanca, Spain, from 7–10 June 1994, hereby reaffirm our commitment to Education for All, recognizing the necessity and urgency of providing education for children, youth and adults with special educational needs within the regular education system, and further hereby endorse the Framework for Action on Special Needs Education, that governments and organizations may be guided by the spirit of its provisions and recommendations.

**2. We believe and proclaim that:**

- every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning,
- every child has unique characteristics, interests, abilities and learning needs,
- education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs,
- those with special educational needs must have access to regular schools which should accommodate them within a child centered pedagogy capable of meeting these needs,
- regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system.

**3. We call upon all governments and urge them to:**

- give the highest policy and budgetary priority to improve their education systems to enable them to include all children regardless of individual differences or difficulties,
- adopt as a matter of law or policy the principle of inclusive education, enrolling all children in regular schools, unless there are compelling reasons for doing otherwise,
- develop demonstration projects and encourage exchanges with countries having experience with inclusive schools,
- establish decentralized and participatory mechanisms for planning, monitoring and evaluating educational provision for children and adults with special education needs,
- encourage and facilitate the participation of parents, communities and organization of persons with disabilities in the planning and decision making processes concerning provision for special educational needs,
- invest greater effort in early identification and intervention strategies, as well as in vocational aspects of inclusive education,
- ensure that, in the context of a systemic change, teacher education programmes, both pre service and in-service, address the provision of special needs education in inclusive schools.

**4. We also call upon the international community; in particular we call upon:**

- governments with international cooperation programmes and international funding agencies, especially the sponsors of the World Conference on Education for All, UNESCO, UNICEF, UNDP, and the World Bank:
  - to endorse the approach of inclusive schooling and to support the development of special needs education as an integral part of all education programmes;
- the United Nations and its specialized agencies, in particular the International Labour Office (ILO), the World Health Organization (WHO), UNESCO and UNICEF:
  - to strengthen their inputs for technical cooperation, as well as to reinforce their cooperation and networking for more efficient support to the expanded and integrated provision of special needs education;
- non - governmental organizations involved in country programming and service delivery:

- to strengthen their collaboration with the official national bodies and to intensify their growing involvement in planning, implementation and evaluation of inclusive provision for special educational needs;
- UNESCO, as the United Nations agency for education:
  - to ensure that special needs education forms part of every discussion dealing with education for all in various forums,
  - to mobilize the support of organizations of the teaching profession in matter related to enhancing teacher education as regards provision for special educational needs,
  - to stimulate the academic community to strengthen research and networking and to establish regional centres of information and documentation; also, to serve as a clearinghouse for such activities and for disseminating the specific results and progress achieved at country level in pursuance of this Statement, – to mobilize funds through the creation within its next M e d i u m -Term Plan (1996-2002) of an expanded programme for inclusive schools and community support programmes, which would enable the launching of pilot projects that showcase new approaches for dissemination, and to develop indicators concerning the need for and provision of special needs education.

Finally, we express our warm appreciation to the Government of Spain and to UNESCO for the organization of the Conference, and we urge them to make every effort to bring this Statement and the accompanying Framework for Action to the attention of the world community, especially at such important forums as the World Summit for Social Development ( Copenhagen, 1995) and the World Conference on Women

(Beijing, 1995).

*Adopted by acclamation, in the city of Salamanca, Spain,  
on this 10th of June, 1994.*

# ANNEX C

**MORE DETAILS ON THE INCLUSIVE  
CURRICULUM, THE WELCOMING SCHOOL  
(UNESCO) AND THE CHILD FRIENDLY  
SCHOOLS (UNICEF)**

The major characteristics of the inclusion curriculum are as follows:

- providing a flexible time-frame for pupils studying particular subjects
- giving greater freedom to teachers in choosing their working methods
- Allowing teachers the opportunity of giving special support in practical subjects (e.g. orientation, mobility) over and above the periods allotted for more traditional school subjects.
- allotting time for additional assistance for classroom-based work
- Emphasizing aspects of pre-vocational training (UNESCO, 2005, p. 25).

The process, of inclusive education, is also the mandate and the model brought by FSDEK . The Process model (as found in the UNESCO document) allows one to measure success in terms of change rather than in absolute benchmarking. The disadvantage is that it is difficult to compare the change with an objective criterion.

Welcoming teachers understand that;

- inclusive schooling does not mean that everyone should be treated the same
- students should receive appropriate support
- many students with disabilities and special educational needs start school from a position of disadvantage compared with other students
- providing appropriate equipment, procedures, resources and personnel is often essential to ensure inclusive schooling
- not all students with disabilities will require the school to provide them with special equipment or additional learning support staff. Many school modifications, where necessary, are often simple and low cost (p.8).
- using teaching and learning approaches appropriate to the needs of all students often saves teaching time. Time requirements to support students with disabilities and special educational needs do not have to be burdensome
- students with disabilities and special educational needs should have access to the main curriculum including the sciences, applied sciences and practical classes, mathematics and so on
- students with disabilities and special educational needs have the same right as other students to aim for careers consistent with their goals, interests and abilities. They should be able to study in areas of interest and have similar choices to their class peers
- difference is relational and socially constructed, and
- students' similarities to one another are much more significant than their differences.

In welcoming schools teachers;

- ensure physical access
- ensure development of inclusive cultures and school policies
- develop supportive school environments
- work together and in teams
- see themselves as learners
- are flexible and innovative
- prepare well ahead
- use available technology(ies)
- develop partnerships
- are clear and open about teaching objectives

- make curriculum adjustments
- plan for the whole class, and
- Use alternative teaching methods. (UNESCO, 2005, P27)

### The inclusion Index (Booth and Ainscow, 2002)

Dimensions of the welcoming process:

**Dimension A: Creating inclusive CULTURES** Creating secure, accepting, collaborating, stimulating community in which everyone is valued, as the foundation for the highest achievements of all students. It is concerned with developing inclusive values, shared between all staff, students, governors and parents/ careers that are conveyed to all new members of the school. Dimension A contains two main sections: Building Community and Establishing Inclusive Values

**Dimension B: Producing inclusive POLICIES** Securing inclusion at the heart of school development, permeating all policies, so that they increase the learning and participation of all students. Support is considered as those activities which increase the capacity of a school to respond to student diversity. Dimension B contains two main sections: Developing School for All and Organizing Support for Diversity

**Dimension C: Evolving inclusive PRACTICES** Making school practices reflect the inclusive cultures and policies of the school. It is concerned with ensuring that classroom and extra-curricular activities encourage the participation of all students and draw on their knowledge and experience outside school. Teaching and support are integrated together in the orchestration of learning and the overcoming of barriers to learning and participation. Dimension C contains two main sections: Orchestrating Learning and Mobilizing Resources Each section contains up to twelve indicators and the meaning of each indicator is clarified by a series of questions. The 45 indicators are statements of inclusive aspiration against which existing arrangements in a school can be compared in order to set priorities for development. The questions following each indicator help to define its meaning in ways that invite schools to explore it in detail. (Grant, 2003).

**UNICEF** has developed an additional model to move towards full educational inclusion: the Child friendly schools, where children's rights must be protected and their voices must be heard. Learning environments must be a haven for children to learn and grow, with innate respect for their identities and varied needs. The Child-Friendly School model promotes inclusiveness, gender-sensitivity, tolerance, dignity and personal empowerment. Indeed, there is no single way to make a school child friendly. The model may differ from country to country, but the common denominator across cultures is a focus on child-centered education in an inclusive, safe, healthy and holistic environment. Since 2001, UNICEF supports the creation of Child-Friendly School, schools that are effective (child-centered, interactive learning), healthy, protective (inclusion of all children, including children with special needs), and with an active involvement of parents and communities in school.

# ANNEX D

## INTERVIEW PROTOCOLS

“The following is a partial list of conditions and behaviours that you might experience during your school observations. You do not need to see everything on this list, as some of these items may not be occurring at the time you are in the classroom. Do not hesitate to comment on other areas you observe that you believe are important to the educational process.

Be sure to look beyond what is happening, and identify the specific behaviours that enable these teachers to be effective (or not). Each observation group should be stapled together into one packet with a cover sheet indicating your name, course number, date, and title of assignment. No folder is necessary. All papers should be typed, double spaced with margins.

These observations are intended to be a positive experience providing you with a strong foundation for further study. Enjoy them!”

### Classroom Observation Instructions

MEST Officials and NGOs

### Interview guidelines

#### General Guidelines:

1. The interview should flow. Best to read and be familiar with the questions before interviewing.
2. Be involved. Try to get more information than is written in the question.
3. Be critical. If some information is not clear, or is contradictory with other information or with simple logic, try to make it clear.
4. For all interviewees mention that we might contact them again in the future!

### Regional and National Special Education Officers :

1. How many special schools and how many attached classes (by municipality)
2. How many children in special schools (by school, municipality)
3. How many children in attached classes (by school and class, municipality)
4. What are the criteria for deciding placement in special classes/schools? (present and proposed)
5. What in your opinion, are the reasons that children with special needs do not attend school?
6. Is there a budgetary limit on the number of children placed in special classes/schools?
7. Problems of transportation to the schools/boarding schools?
8. What are the standards for teacher qualifications for teaching in special classes (i.e. do they have to finish a special education faculty?/special training?) How many of the teachers fit these requirements?
9. Besides teachers, what other professionals are involved with special classes/schools? (psychologists, social workers, logopedists, medical people etc)
10. How many children per class in special classes/schools?
11. How is quality control of teachers conducted?
12. How many hours per day are classes conducted in the special classes/schools?
13. Is there a curriculum for special classes, and if so, what is it and how is it determined?
14. Are daily (weekly/monthly?) lesson plans required and if so how are they controlled?
15. How do children advance from class to class?
16. Are the children re-evaluated? How often? By whom?
17. Are the teachers given any training after they begin work? (If so, give details of programs)
18. What in your opinion should be changed and how?
19. What do you see in special education in the next 10 years? What is needed in order to realize this?

### Municipal Education directors

20. How many special schools and how many attached classes
21. How many children in special schools (in your municipality, in other municipalities?)
22. How many children in attached classes (by school and class, municipality)
23. What in your opinion, are the reasons that children with special needs do not attend school?
24. What are the criteria for deciding placement in special classes/schools? (present and proposed)
25. Is there a budgetary limit on the number of children placed in special classes/schools?
26. Problems of transportation to the schools/boarding schools?
27. What are the standards for teacher qualifications for teaching in special classes (i.e. do they have to finish a special education faculty?/special training?) How many of the teachers fit these requirements?
28. Besides teachers, what other professionals are involved with special classes/schools? (psychologists, social workers, logopedes, medical people etc)
29. How many children per class in special classes/schools?
30. How is quality control of teachers conducted?
31. How many hours per day are classes conducted in the special classes/schools?
32. Is there a curriculum for special classes, and if so, what is it and how is it determined?
33. Are daily (weekly/monthly?) lesson plans required and if so how are they controlled?
34. How do children advance from class to class?
35. Are the children re-evaluated? How often? By whom?
36. Are the teachers given any training after they begin work? (If so, give details of programs)
37. What in your opinion should be changed and how?
38. What do you see in special education in the next 10 years? What is needed in order to realize this?

### FSDEK

1. What were the purposes of the intervention of FSDEK?
2. What activities were carried out in order to realize these goals?
3. What succeeded? What did not? Why?
4. Was there financial aid involved in the intervention?
5. How do you see the special education situation in Kosovo today?
6. How inclusive is special education in Finland?
7. How inclusive to you believe the system in Kosovo can realistically be in the next 10 years?
8. How do you foresee your program carried out after you leave?
9. What do you think the next steps should be in realizing your vision?

**HANDIKOS**

1. What are the problems and issues facing education of children with limited abilities in Kosovo today and how might they be dealt with?
2. What is the function of HANDIKOS?
3. What frameworks does it operate?
4. In your opinion, how many children with limited abilities in Kosovo today do not attend school and why?
5. What do you think the next steps should be in realizing your vision?

**Officials from the University of Prishtina**

What is the structure of teacher training in Kosovo (faculty of Education, department of education, special pedagogy, branches, Institute of pedagogy etc.)?

1. get the names responsible for each unit, interview them with the same questions
2. What is the goal of teacher training in your eyes? What should teachers be trained to do? (difference between regular and special education?)
3. What stakeholders are involved besides the University?
4. How much of the curriculum is devoted to: Learning disabilities, severe intellectual disabilities, physical disabilities, sensory disabilities (deafness, blindness), behaviour problems, writing individualized education plan (writing a program for each child and his/her problems), and gifted children?
5. How much time is spent in practical work during studies.
6. How is placement after graduation conducted (e.g. how is it decided which teacher will teach in which class).
7. How many students graduate each year in special pedagogy?
8. What, in your opinion, are the challenges ahead and how do you think to meet these challenges? (are financial limits involved?)

**MINISTRY OF FINANCE**

1. How is the budget of the education ministry determined?
2. What happens if there are not enough funds to implement a law?
3. What is the procedure to increase funds of any budget line?
4. Does the budget have a reserve to implement special decisions by the Parliament/government?
5. Is it possible for the government to authorize a loan (i.e. go into debt) in order to increase a budget line?
6. Does the MOF have a person who specializes in Education?

**UNDP**

1. What is the function of UNDP and what is its connection to education issues in general and specifically education of children with special needs?
2. How does UNDP influence social policy (if possible, give example).
3. Does UNDP have a vision for Kosovan society and within it people/children with special needs (if so, what is it)?
4. If so, what are your ideas of realizing this vision?

**KEC**

1. What has been the function of KEC in the past and what is its present function?

2. How were children with special needs incorporated into the policy of KEC in the Past/in the present?
3. Does/did KEC attempt to influence educational policy? If so, how and in which issues?
4. What are your plans for the future?

NGOs dealing with children/children with special needs: SOS, Amicci Dei Bambini, Terre des homes, Hader (and others, if found – there is an active organization for Down syndrome)

1. What is the purpose and function of your organization?
2. What framework(s) does it operate?
3. What is the procedure for entering these “institutions”? Are all who meet the criteria admitted? If not, How do you decide whom to admit?
4. How many children are in each? How much staff do they employ?
5. Does your organization have a vision for social/educational policy? For a specific policy for children with special needs? (if so, what?)
6. What so you expect for the future of your operations? For the realization of your vision? Do you foresee the expansion/downsizing of your operations in the foreseeable future (ask for details)?

## INSTRUCTIONS PHASE II

### Questions for:

**MEST:** Relevant advisor(s) to the minister (find out who they are and what their specialty is, interview the ones connected to pre-university education), Permanent Secretary, Head and deputy pre-University education, Officers for SpEd. See if others are relevant to the subject.

1. What are the five most important issues facing education in Kosovo today?
2. When you think of (or discuss) Inclusive Education for Kosovo, What do you mean?
3. Do you think that there are some children who should not learn in a regular school? If so, which ones?
4. How much of inclusive education do you think is realistically achievable in the next ten years?
5. Envision a typical school in Kosovo ten years from now. Describe it physically. How many hours will the children be in school? How many children will there be in a typical classroom? How will the school deal with children with special needs?
6. What are the reasons that 3% of the children do not attend school? What can be done to remedy this?

Do not let them escape from ANY of these questions – if any say I don’t know tell them that you will give them some time to find out and come back a week later!!

For Directors of Municipal Ed Depts.:

- Similar to the above:
- What are the five most important issues facing education in your municipality today?
- When you think of (or discuss) Inclusive Education for the children in your municipality, What do you mean?
- Do you think that there are some children who should not learn in a regular school? If so, which ones?
- How much of inclusive education do you think is realistically achievable in your municipality in the next ten years?
- Envision a typical school in Kosovo ten years from now. Describe it physically. How many hours will the children be in school? How many children will there be in a typical classroom? How will the school deal with children with special needs?
- How many children in your municipality do not come to school? Why (if they say I don’t know, ask about the ways they can find out)
- How would you assess the work of parents committees in your municipality? How are they organized and

how do they work (if at all). Is there a central parents committee in your municipality?

- Do you have children learning in shifts? (get a detailed description on this – how many, where, why). When do you think this problem will be solved? Have any new schools/classrooms been built this year/ How many last year?

Read the OSCE profile for the municipality. Ask questions relevant to us coming from it.

#### Leaders of parents committees:

1. Tell us about the parent's committee in your school and what it does. Meetings? If so, what happens in the meetings?
2. Describe the school you would like to see here ten years from now. Assess how realistic it would be to attain those goals.
3. How would you characterize the between parents and the leadership of the school?
4. Are any of the members of the committee parents of children with special needs? If so, How many?
5. Assess the adequacy of the way your school deals with children with special needs.

#### Directors of schools:

Demographic data: Number of children, number of classes in each year, number of teachers, number of attached classes, does the school work in shifts, why? (especially if there are enough classrooms)

Academic background of teachers: Faculty, pedagogical high school, other? How many teachers received Personal development training from FSDEK? How many from TESFA? What other in-service training have they had (how many, what?) how many years has each person been teaching?

- Similar to the above:
- What are the five most important issues facing your school today?
- When you think of (or discuss) Inclusive Education for the children in your school, What do you mean?
- Do you think that there are some children who should not learn in a your school? If so, which ones?
- How much of inclusive education do you think is realistically achievable in your school in the next ten years?
- Envision a your school in Kosovo ten years from now and describe it. Describe it physically and educationally. Who will the teachers be? How many hours will the children be in school? How many children will there be in a typical classroom? How will the school deal with children with special needs?
- How many children do you know who do not come to school? Why (if they say I don't know, ask about the ways they can find out)

How would you assess the work of parents committee in your school?

Interview instructions:

#### CARE , Balkan Sunflowers, CARITAS, Enesa Kadic

1. What are the psychosocial programs dealing with children in your organization?
2. Where are there concentrations of RAE communities?
3. Names and phone numbers of leaders
4. Any information about educational problems in the community (try to enlarge on this question)
5. What do you see as the main issues facing the community?
6. What government agencies and NGOs work with the community?
7. Do you know of children not going to school and can you take us to interview a few?

#### **TEMA**

1. Tell us about TEMA
2. What has been done so far/
3. What are the plans for the future?
4. What are your goals and how do you plan to achieve them?
5. What problems do you think might keep you from reaching those goals?

#### **HADER**

1. What are the main problems facing the children and families in Hader?
2. Children who do not go to school and why?
3. Can we go with the director (or without her) and interview a few?

#### **Social work centres:**

Any material or data on endangered children, what programs do they have for working with them, can they give us names and addresses of children not attending school, any plans for cooperation with Education department on these issues?

#### **Itinerant teachers**

Job description, what are their goals, What has been done so far, What are the plans for the future? What are your goals and how do you plan to achieve them? What problems do you think might keep you from reaching those goals?

**ANNEX E**  
**LIST OF INTERVIEWS**  
**AND OBSERVATIONS**

Interviews		
<b>CENTRAL LEVEL</b>		
Nehat Mustafa	Political advisor to the Minister	Ministry of Education and Technology (MEST)
Vedat Bajrami	High official of special education	Ministry of Education and Technology (MEST)
Luljeta Kabashi	High official of special education	Ministry of Education and Technology (MEST)
Habib Ademi	High official of pre-university	Ministry of Education and Technology (MEST)
Mehmed Hamza	High official of Gorani community	Ministry of Education and Technology (MEST)
Enesa Kadiq	Head of the department for community and gender issues	Ministry of Education and Technology (MEST)
Mevlyde Shamolli	Leader of the social sector	Ministry of Economy and Finance (MEF)
Ismet Abdullahu	Head of the mental health department	Ministry of Health
Mimoza Shahini	Director	Center for children and adolescents (MoH)
Avdi Podvorica	Representative	Institute of Social Policy
Muharrem Cermjani	Researcher for special needs education	Kosovo Pedagogical Institute (KPI)
Naser Zabeli	Dean	Faculty of Education
Eda Vula	Deputy Dean and professor	Faculty of Education
Xhafer Ismajli	Professor	Faculty of Education
<b>MUNICIPAL LEVEL</b>		
Safete Bajrami	Regional education officer	Gjilan/Gnjilane
Jakup Krasniqi	Regional education officer	Prizren
Ragip Rrustemi	Regional municipal inspector	Prishtinë/Prišna
Zef Osmani	Regional municipal inspector	Gjakova/Đakovica
Deme Mulliqi	Regional municipal inspector	Pejë/Peć
Preng Gashi	Regional municipal inspector	Ferizaj/Uroševac
Jakup Krasniqi	Regional municipal inspector	Mitrovicë/Mitrovia
Anton Shala	Education municipal director	Gjakova/Đakovica
Nexhmedin Soba	Educational municipal officer	Gjakova/Đakovica
Imer Abazi	Education municipal officer	Shtime/Štimlje
Faik Doda	Education municipal director	Deçan /Dečani
Ilmi Elshani	Education municipal director	Rahovec/Orahovac
Tushe Mehmetaj	Education municipal director	Klinë/Klina
Agim Haxhiu	Education municipal director	Istog/Istok
Hasan Gashi	Education municipal officer	Klinë/Klina
Zukë Xhemaili	Education municipal director	Podujevë/Podujevo
Zeqë Gaxherri	Education municipal director	Junik
Nazmi Krasniqi	Education municipal director	Lipjan/Lipljan
Agim Gashi	Education municipal director	Prishtinë/Priština
Ismail Kurteshi	Education municipal director	Gjilan/Gnjilane
Rifadije Paloja	Education municipal director	Obiliq/Obilić
Fatime Pllana	Education and culture officer	Obiliq/Obilić
Riza Haziri	Education municipal director	Mitrovicë/Mitrovia

Ilir Kelmendi	Education municipal director	Pejë/Peć
Arsim Mehmeti	Education municipal director	Glogovc/Glogovac
Isuf Morina	Education municipal director	Malishevë/Mališevo
Jashar Lushtaku	Education municipal director	Skenderaj/Srbica
Eroll Morina	Education municipal officer	Mamusha/Mamuša
Qerimi Selimi	Education municipal director	Vushtrri/Vučitrn
Islam Shabani	Education municipal director	Fushë Kosovë/Kosovo Polje
Adem Abazi	Education municipal director	Novoberdë/Nono Brdo
Sherif Berisha	Education municipal director	Suharekë/Suva Reka
Hajri Ramadani	Education municipal director	Dragash/Dragaš
Florim Metaj	Education department director	Prizren
Isa Bahtiri	Education municipal officer	Lipjan/Lipljan
Sylejman Bytyqi	Education department director	Ferizaj/Uroševac
Fehri Qerimi	Education department director	Viti/Vitina
Muhamet Kallaba	Education department director	Kamenicë/Kamenica
Azem Guri	Education department director	Kaçanik/Kaçanik
Sadik Ymeri	Education department director	Shtërpçë/Štrpce
Preng Gashi	Municipal education inspector	Ferizaj/Uroševac
Beqri Haxhijahaj	Municipal officer for minorities	Rahovec/Orahovac
Asim Imeri	Municipal officer for Bosniac Community	Prizren
Islam Elshani	Municipal officer for Roma, Ashkali, Egyptian Communities	Prizren
Bashkim Kurtaj	Municipal officer for minorities	Gjakovë/Đakovica
Slavisa Cangic	Municipal officer for minorities	Obiliq/Obilić
Ahmet Krasniqi	School director, "Ismet Rraci"	Klinë/Klina
Hasan Mazreku	School director, "Ibrahim Mazreku"	Malishevë/Mališevo
Ilir Berisha	School director, "Mustafe Baku"	Prizren
Shefqet Osmani	School director, "Motrat Qiriazhi"	Prizren
Fahredin Shabani	School director, "Mati Logoreci"	Prizren
Osman Vitia	School director, "Elena Gjika"	Prishtinë/Priština
Shyqri Obertinca	School director, "Hasan Prishtina"	Prishtinë/Priština
Nazif Jashari	School director, "Zenel Hajdini"	Prishtinë/Priština
Shkelzen Elmazi	Deputy director, "Thimi Mitko"	Gjilan/Gnjilane
Fahredin Rexhepi	School director, "Selami Hallaqi"	Gjilan/Gnjilane
Isuf Ismaili	School director, "Rexhep Elmazi"	Gjilan/Gnjilane
Shaqir Govori	School director, "Tefik Canga"	Gjilan/Gnjilane
Jonuz Rexhepi	School director, "Gjon Serreci"	Ferizaj/Uroševac
Shaban Rexhepi	School director, "Ahmet Hoxha"	Ferizaj/Uroševac
Shaqir Govori	School director, "Tefik Canga"	Ferizaj/Uroševac
Mustafe Shala	School director, "Ismajl Qemajli"	Mitrovicë/Mitrovica
Ismet Gashi	School director, "Mihail Grameno"	Fushe Kosovë/Kosovo Polje
Sali Elshani	School director, "28 Nentori"	Krajkova village/Glogovc/Glogovac

Musa Derguti	School director, "Shaban Jashari"	Skenderaj/Srbica
Naser Gega	School director, "Vaso Pashko Shkodrani" school	Pejë/Peć
Arif Ademaj	School director, "Ramiz Sadiku"	Pejë/Peć
Naim Krasniqi	School director, "Vellazerimi"	Baran village/Pejë/Peć
Ahmet Krasniqi	School director, "Ismet Rraci"	Klinë/Klina
Ramiz Xhymshiti	School director "Vellezerit Frasherit"	Lipjan/Lipljan
Idriz Kutllovci	School director, "Pandili Sotiri"	Obiliq/Obilić
Tefik Maliqi	School director, "Fan Stelian Noli"	Kamenicë/Kameica
Ismet Gashi	School director, "Mihail Grameno"	Fushe Kosovë/Kosovo Polje
Elmi Ukaj	School director, "Emin Duraku"	Shtime/Štimlje
Ferid Rugova	School director, "Mustafa Bakija"	Gjakovë/Đakovica
Agim Jaka	School director "Zekria Rexha"	Gjakovë/ Đakovica
Murteza Xharra	School director "Emin Duraku"	Gjakovë/Đakovica
Musa Shala	School director, "Haxhi Hoti"	Rogova village/Gjakovë/ Đakovica
Ahmet Mahmutaj	Special school director "Xheladin Deda"	Pejë/Peć
Ekrem Tershnjaku	Special school director "Nene Tereza"	Prizren
Ilaz Krasniqi	Special school director "Lef Nosi"	Prizren
Hajdar Zhyti	Special school director "Nene Tereza"	Mitrovicë/Mitrovica
Igballe Asllani Potera	Special school director "Perparimi"	Prishtinë/Priština
Elfe Gashi	Special school ex-director "Shpresa"	Shtime/Štimlje
Hamdi Boja	Director of Center for Social Welfare	Mitrovicë/Mitrovica
Ibush Fazliu	Director of Center for Social Welfare	Vushtrri/Vučitrn
Sami Rakaqi	Director of Center for Social Welfare	Suherekë/Suva Reka
Florie Boshnjaku	Director of Center for Social Welfare	Rahovec/Orahovac
Hajdin Hatashi	Director of Center for Social Welfare	Pejë/Peć
Nuhi Koqina	Director of Center for Social Welfare	Prizren
Tahir Kida	Acting-Head of Center for Social Welfare	Gjakovë/Đakovica
Mehat Berisha	Leader of social services , Center for Social Welfare	Gjilan/Gnjilane
Banush Gashi	Director of Health Department	Lipjan/Lipljan
Burim Gojani	Chief of Health Department	Gjakovë/Đakovica
Ilmi Dobra	Director of Health Department	Glogovc/Glogovac
Lavdije Leti	Director of kindergarten "Ganimete Terbeshi"	Gjakovë/Đakovica
Bahrije Pllana	Director of kindergarten "Foleja"	Vushtrri/Vučitrn
Shefkije Nimani	Director of kindergarten "Gezimi yne"	Mitrovicë/Mitrovica
Fahrije Gashi	Director of kindergarten, "Lulevera"	Prishtinë/Priština
Sanije Elezaj	Director of kindergarten, "Integj"	Gjilan/Gnjilane
Gjejlane Begolli	Director of kindergarten "Pellumbat e Paqes" I and II	Pejë/Peć
Vjosa Gashi	Director of kindergarten "Yllkat"	Prizren

Emine Qerimi	Kindergarten educator "Integj"	Gjilan/Gnjilane
Miradije Hajrizi	Kindergarten educator "Foleja"	Vushtrri/Vučitrn
Drandofille Grezda	Kindergarten educator "Ganimete Terbeshi"	Gjakovë/Đakovica
Aferdita Hallaqi	Kindergarten educator "Yllkat"	Prizren
Ingjisea Aligjiku	Kindergarten educator "Lulevera"	Prishtinë/Priština
Melihate Berisha	Kindergarten educator "Flutura"	Suharekë/Suva Reka
Syrie Berisha	Kindergarten educator "Flutura"	Suharekë/Suva Reka
Minire Dauti	Kindergarten educator "Pellumbat e Paqes"	Pejë/Peć
Muhadeze Zeka	Kindergarten educator "Pellumbat e Paqes"	Pejë/Peć
Shpresa Dobroshti	Kindergarten educator, "Nene Tereza" special needs school	Prizren
Albina Dermaku	Itinerant teacher	Prizren
Fidane Avdimetaj	Itinerant teacher	Pejë/Peća
Hajdin Lata	Head of parent council, "Gjon Serreci" school	Ferizaj/Uroševac
Gani Haziri	Head of parent council "Ali Kelmendi" school	Vushtrri/Vučitrn
Drita Ferati	Head of parent council, "Zenel Hajdini" school	Prishtinë/Priština
Nevrije Ismajli	Head of parent council, "Thimi Mitko" school	Gjilan/Gnjilane
Ibrahim Kupa	Member of parent council, "Zekria Rexha" school	Gjakovë/Đakovica
Sabri Xhigolli	Head of parent council, "Mihail Grameno" school	Fushe Kosovë/Kosovo Polje
Faik Krasniqi	Head of parent council, "Vaso Pashe shkodrani" school	Pejë/Peća
Arben Shala	Head of parent council, "Mati Logoreci" school	Prizren
Ylber Krasniqi	Head of parent council, "Lef Nosi" special school	Prizren
Driton Bajraktari	Head of parent council, "Perparimi" special school	Prishtinë/Priština
Rukije Kastrati	Parent of a child with special needs, "Hader" NGO	Prizren
Sagjile Selmanaj	Parent of child with special needs, "Hader" NGO	Prizren
Xhemile Pulaj	Parent of a child with special needs, "Hader" NGO	Prizren
Naze Gigollaj	Parent of a child with special needs, "Hader" NGO	Prizren
Sevdije Haxhibeqiri	Parent of regular school child/ren	Gjakovë/Đakovica
Ardiana Haxhibeqiri	Parent of regular school child/ren	Gjakovë/Đakovica
OTHER ACTORS		
Jasper Holst	Team Leader	FSDEK II
Hava Morina	Manager	Learning Center at the Education Faculty (by FSDEK II)
Aferdita Spahiu	Director of Education Program	UNICEF
Halim Hyseni	Leader of education sector	Kosovo Education Center (KEC)
Halit Ferizi	Director	HandiKos
Imer Suma	Branch representative	HandiKos, Kacanik
Artan Billaca	Project Education Officer	Save the Children

Goran Antic	Project Officer	Save the Children, Mitrovica sub-office
Albulena Bylykbashi	Project manager of Roma, Egyptian and Ashkali communities project	CARE international
Rrahman Stollaku	Coordinator of the Learning Center in Fushe-Kosova	Balkan Sunflower
Gezim Misini	Director	Center for Counselling, Research and Psychological Treatment (focusing on Roma, Ashkali, Egyptian communities)/Ferizaj
Vlora Maliqi	Director	Center for Development of Children with Special Needs
Driton Bajraktari	Director	Down Syndrome Kosova
Resmije Krasniqi	Director	HADER
Remzije Berisha	Pedagogical coordinator	TEMA
Frederika Riccardi	Representative	Cooperazione Italiana all Sviluppo
Gezim Kajtazi	Master student on special education	Education Faculty
Arben keka	Master student on special education	Education Faculty
Luljeta Kabashi	Master student on special education	Education Faculty
Gazmend Tahiri	Master student on special education	Education Faculty
Observations		
Remzije Gashi	Regular class teacher, 1st grade	"Mihail Grameno" school Fushe Kosovë/Kosovo Polje
Lutfi Rushiti	Regular class teacher 1st grade	"Emin Duraku" school Davidovc village/Shtime/Štimlje
Fahrush Rrafshi	Regular class teacher, 2nd grade	"Emin Duraku" school Davidovc village/Shtime/Štimlje
Xhemile Sferrka	Regular class teacher, 1st grade	"Ismet Rraci" school Klinë/Klina
Ahmet Isufi	Regular class teacher, 2nd grade	"Ismet Rraci" school Klinë/Klina
Gjyste Canaj	Regular class teacher, 3rd grade	"Ismet Rraci" school Klinë/Klina
Fildane Kuksi	Regular class teacher, 1st grade	"Motrat Qiriazi" school Prizren
Zana Bajraktari	Regular class teacher, 2nd grade	"Motrat Qiriazi" school Prizren
Fitnete Shehu	Regular class teacher, 3rd grade	"Motrat Qiriazi" school Prizren
Fahrie Bytyqi	Regular class teacher, 1st grade	"Mati Logoreci" school Prizren
Ilirjana Goranci	Regular class teacher, 2nd grade	"Mati Logoreci" school Prizren
Shpresa Doda	Regular class teacher, 3rd grade	"Mati Logoreci" school Prizren
Suzana Shkurti	Regular class teacher, 1st grade	"Mustafa Bakiu" school Prizren
Ardita Kuqani	Regular class teacher, 2nd grade	"Mustafa Bakiu" school Prizren
Gylten Bujari	Regular class teacher, 3rd grade	"Mustafa Bakiu" school Prizren
Hazir Korca	Regular class teacher, 3rd grade	"Rexhep Elmazi" school Gjilan/Gnjilane
Lendita Behluli	Regular class teacher, 1st grade	"Rexhep Elmazi" school Gjilan/Gnjilane
Sanije Hyseni	Regular class teacher, 1st grade	"Thimi Mitko" school Gjilan/Gnjilane
Lumnije Bunjaku	Regular class teacher, 2nd grade	"Thimi Mitko" school Gjilan/Gnjilane
Myzafere Osmani	Regular class teacher, 2nd grade	"Selami Hallaqi" school Gjilan/Gnjilane
Merishahe Osmani	Regular class teacher, 3rd grade	"Selami Hallaqi" school Gjilan/Gnjilane
Ismet Kallaba	Regular class teacher, 1st grade	"Selami Hallaqi" school Gjilan/Gnjilane

Ibrahim Bogiqi	Regular class teacher, 1st grade	"28 Nentori" school	Krajkova village/Gjilan/Gnjilane
Blerim Hoxha	Regular class teacher, 2nd grade	"28 Nentori" school	Krajkova village/Gjilan/Gnjilane
Halim Leku	Regular class teacher, 3rd grade	"28 Nentori" school	Krajkova village/Gjilan/Gnjilane
Sheribane Maloku	Regular class teacher, 2nd grade	"Ali Kelmendi" school	Vushtrri/Vučitrn
Shesade Gerguri	Regular class teacher, 3rd grade	"Ali Kelmendi" school	Vushtrri/Vučitrn
Fitim Gashi	Regular class teacher, 1st grade	"Shaban Jashari" school	Skenderaj/Srbica
Arife Hajrizi	Regular class teacher, 3rd grade	"Shaban Jashari" school	Skenderaj/Srbica
Hamdi Lushtaku	Regular class teacher, 2nd grade	"Shaban Jashari" school	Skenderaj/Srbica
Remzije Krasniqi	Regular class teacher, 1st grade	"Ibrahim Mazreku" school	Malishevë/Mališevo
Adem Hoti	Regular class teacher, 2nd grade	"Ibrahim Mazreku" school	Malishevë/Mališevo
Zejnepe Mazreku	Regular class teacher, 3rd grade	"Ibrahim Mazreku" school	Malishevë/Mališevo
Xheliane Aliu	Regular class teacher, 1st grade	"Elena Gjika" school	Prishtinë/Priština
Merita Popova	Regular class teacher, 1st grade	"Hasan Prishtina" school	Prishtinë/Priština
Arbresha Shehu	Regular class teacher, 2nd grade	"Hasan Prishtina" school	Prishtinë/Priština
Zepë Gashi	Regular class teacher, 3rd grade	"Hasan Prishtina" school	Prishtinë/Priština
Ajete Islami	Regular class teacher, 1st grade	"Zenel Hajdini" school	Prishtinë/Priština
Maliq Krasniqi	Regular class teacher, 3rd grade	"Zenel Hajdini" school	Prishtinë/Priština
Sabije Jakupi	Regular class teacher, 1st grade	"Ramiz Sadiku" school	Pejë/Pecë
Hanife Sheremeti	Regular class teacher, 2nd grade	"Ramiz Sadiku" school	Pejë/Pecë
Mevlude Serqa	Regular class teacher, 3rd grade	"Ramiz Sadiku" school	Pejë/Peca
Elmaze Radoniqi	Regular class teacher, 1st grade	"Vaso Pashko Shkodrani" school	Pejë/Pecë
Arijeta Jakupi	Regular class teacher, 2nd grade	"Vaso Pashko Shkodrani" school	Pejë/Pecë
Beligje Tigani	Regular class teacher, 3rd grade	"Vaso Pashko Shkodrani" school	Pejë/Pecë
Uke Krasniqi	Regular class teacher, 1st grade	"Vllazerimi" school	Baran village/Pejë/Pecë
Gjyle Hasanaj	Regular class teacher, 2nd grade	"Vllazerimi" school	Baran village/Pejë/Pecë
Hamid Berisha	Regular class teacher, 3rd grade	"Vllazerimi" school	Baran village/Pejë/Pecë
Hava Shishani	Regular class teacher, 1st grade	"Pandili Sotiri" school	Obiliq/Obilić
Jahi Ukshini	Regular class teacher, 2nd grade	"Pandili Sotiri" school	Obiliq/Obilić
Ajshe Gerbeshi	Regular class teacher, 3rd grade	"Pandili Sotiri" school	Obiliq/Obilić
Ramize Vladi	Regular class teacher, 3rd grade	"Gjon Serreci" school	Ferizaj/Uroševac
Fatmire	Regular class teacher, 1st grade	"Gjon Serreci" school	Ferizaj/Uroševac
Elife Hajrizi	Regular class teacher, 2nd grade	"Gjon Serreci" school	Ferizaj/Uroševac
Vahide Tasholli	Regular class teacher, 1st grade	"Ahmet Hoxha" school	Ferizaj/Uroševac
Sadije Qarkaxhiu	Regular class teacher, 2nd grade	"Ahmet Hoxha" school	Ferizaj/Uroševac
Igballe Haxhimusa	Regular class teacher, 3rd grade	"Ahmet Hoxha" school	Ferizaj/Uroševac
Muhamet Aliu	Regular class teacher, 1st grade	"Tefik Canga" school	Ferizaj/Uroševac
Violeta Avdiu Rexha	Regular class teacher, 2nd grade	"Tefik Canga" school	Ferizaj/Uroševac
Magbule Berisha	Regular class teacher, 3rd grade	"Tefik Canga" school	Ferizaj/Uroševac
Shpresa Abdullahu	Regular class teacher, 3rd grade	"Tefik Canga" school	Ferizaj/Uroševac
Fahrije Berisha	Regular class teacher, 1st grade	"Ismajl Qemajli" school	Mitrovicë/Mitrovica
Behram Istrefi	Regular class teacher, 2nd grade	"Ismajl Qemajli" school	Mitrovicë/Mitrovica

Dije Maxhuni	Regular class teacher, 3rd grade	"Ismajl Qemajli" school	Mitrovicë/Mitrovica
Fikrete Ahmeti	Regular class teacher, 2nd grade	"Migjeni" school	Mitrovicë/Mitrovica
Sanije Maliqi	Regular class teacher, 3rd grade	"Migjeni" school	Mitrovicë/Mitrovica
Stanislava Gade	Regular class teacher, 2nd grade	"Branko Radicevic" school	Mitrovica - North
Mirjana Gashi	Regular class teacher, 4th grade	"Branko Radicevic" school	Mitrovica - North
Jovanka Dinovic	Regular class teacher, 4th grade	"Desanka Maksimovic" school	Mitrovica - North
Stana Andelkovic	Regular class teacher, 4th grade	"Desanka Maksimovic" school	Mitrovica - North
Snezana Tadic	Regular class teacher, 3rd grade	"Vuk Stefanovic Karadic" school	Zvečan/Zvečac
Tanja Ivaz	Regular class teacher, 3rd grade	"Vuk Stefanovic Karadic" school	Zvečan/Zvečan
Zorica Pavlicevic	Regular class teacher, 3rd grade	"Vuk Stefanovic Karadic" school	Grabovc village/Zvečan/Zvečan
Rajka Milisavljevic	Regular class teacher, 2nd grade	"Vuk Stefanovic Karadic" school	Grabovc village/Zvečan/Zvečan
Natalija Bozovic	Regular class teacher, 1st grade	"Jovan Cvijic" school	Zubin Potok
Miloje Duric	Regular class teacher, 4th grade	"Jovan Cvijic" school	Zubin Potok
Ratka Tomovic	Regular class teacher, 3rd grade	"Jovan Cvijic" school	Velji Breg village/Zubin Potok
Radomirka Vlaskovic	Regular class teacher, 4th grade	"Jovan Cvijic" school	Velji Breg village/Zubin Potok
Radunka Milovanovic	Regular class teacher, 1st and 3rd grade	"Vuk Stefanovic Karadic" school	Socanica village/Leposaviq/Lepsavić
Zagorka Miladinovic	Regular class teacher, 2nd and 4th grade	"Vuk Stefanovic Karadic" school	Socanica village/Leposaviq/Leposavić
Vidosava Andelkovic	Regular class teacher, 3rd grade	"Osnovna Skola" school	Leposaviq/Leposavić
Bogomirka Ignjatovic	Regular class teacher, 4th grade	"Osnovna Skola" school	Leposaviq/Leposavić
Sabile Klaiqi	Regular class teacher, 3rd grade	"Fan Stelian Noli" school	Kamenicë/Kamanica
Muhamet Zuzaku	Regular class teacher, 1st grade	"Fan Stelian Noli" school	Kamenicë/Kamanica
Pajazit Nuredini	Regular class teacher, 2nd grade	"Fan Stelian Noli" school	Kamenicë/Kamamica
Fadile Lekaj	Regular class teacher, 1st grade	"Vellezerit Frasher" school	Lipjan/Lipljan
Teuta Zeqiri	Regular class teacher, 2nd grade	"Vellezerit Frasher" school	Lipjan/Lipljan
Albana Dujaka	Regular class teacher, 1st grade	"Mustafa Bakija" school	Gjakovë/Đakovica
Hakide Olloni	Regular class teacher, 2nd grade	"Mustafa Bakija" school	Gjakovë/Đakovica
Miradije Lila	Regular class teacher, 3rd grade	"Mustafa Bakija" school	Gjakovë/Đakovica
Ganimete Rizvanolli	Regular class teacher, 1st grade	"Emin Duraku" school	Gjakovë/Đakovica
Rajmonda Rizvanolli	Regular class teacher, 2nd grade	"Emin Duraku" school	Gjakovë/Đakovica
Zyrafa Pula	Regular class teacher, 3rd grade	"Emin Duraku" school	Gjakovë/Đakovica
Naxharie Jaka	Regular class teacher, 1st grade	"Zekria Rexha" school	Gjakovë/Đakovica
Kimete Pozhegu	Regular class teacher, 2nd grade	"Zekria Rexha" school	Gjakovë/Đakovica
Myrrete Xerxa	Regular class teacher, 3rd grade	"Zekria Rexha" school	Gjakovë/Đakovica
Jeta Dashi	Regular class teacher, 3rd grade	"Zekria Rexha" school	Gjakovë/Đakovica

Ajtene Ashikfeiki	Attached class teacher	"Motrat Qiriaz" school	Prizren
Bardha Kuqi	Attached class teacher	"Motrat Qiriaz" school	Prizren
Tefide Krasniqi	Attached class teacher	"Ali Kelmendi" school	Vushtrri/Vučitrn
Fidane Maxhuni	Attached class teacher	"Ali Kelmendi" school	Vushtrri/Vučitrn
Mimoza Shala	Attached class teacher	"Ramiz Sadiku" school	Pejë/Peć
Aferdita Zhara	Attached class teacher	"Vaso Pashko Shkodrani" school	Pejë/Peć
Zirafete Berisha	Attached class teacher	"Vllazerimi" school	Baran village/Pejë/Peć
Ferdeze Ruzhdiu	Attached class teacher	"Thimi Mitko" school	Gjilan/Gnjilane
Rexhep Ibrahimimi	Attached class teacher	"Thimi Mitko" school	Gjilan/Gnjilane
Nerxhivane Sherifi	Attached class teacher	"Thimi Mitko" school	Gjilan/Gnjilane
Shyqerie Isufi	Attached class teacher	"Selami Hallaqi" school	Gjilan/Gnjilane
Emine Latifi	Attached class teacher	"Rexhep Elmazi" school	Gjilan/Gnjilane
Alerie Berisha	Attached class teacher	"28 Nentori" school	Krajkova village/Gjilan/Gnjilane
Flora Morina	Attached class teacher	"28 Nentori" school	Krajkova village/Gjilan/Gnjilane
Selvije Ahmeti	Attached class teacher	"Mihail Grameno" school	Fushe Kosovë/Kosovo Polje
Ramiz Gajraku	Attached class teacher	"Ibrahim Mazreku" school	Malishevë/Mališevo
Bahrije Bejta	Attached class teacher	"Shaban Jashari" school	Skenderaj/Uroševac
Enver Bekteshi	Attached class teacher	"Shaban Jashari" school	Skenderaj/Uroševac
Hatixhe Zogaj	Autism class teacher	"Ismail Qemajli" school	Prishtinë/Priština
Enver Hoti	Attached class teacher	"Zenel Hajdini" school	Prishtinë/Priština
Sala Azemi	Attached class teacher	"Elena Gjika" school	Prishtinë/Priština
Luljeta Llalloshi	Attached class teacher	"Elena Gjika" school	Prishtinë/Priština
Safete Musliu	Attached class teacher	"Fan Stelian Noli" school	Kamenicë/Kamenica
Aferdita Nishori	Attached class teacher	"Vellezerit Frasheri" school	Lipjan/Lipljan
Shkurte Berisha	Attached class teacher	"Ismet Rraci" school	Klinë/Klina
Zyrihe Lohaj	Attached class teacher	"Gjon Serreci" school	Ferizaj/Uroševac
Osman	Attached class teacher	"Gjon Serreci" school	Ferizaj/Uroševac
Ibadete Bajrami	Attached class teacher	"Ahmet Hoxha" school	Ferizaj/Uroševac
Burim Sylejmani	Attached class teacher	"Ahmet Hoxha" school	Ferizaj/Uroševac
Elfet Maqedonci	Attached class teacher	"Pandili Sotiri" school	Obiliq/Obilić
Shqipe Krasniqi	Attached class teacher	"Pandili Sotiri" school	Obiliq/Obilić
Suzana Xharra	Attached class teacher	"Mustafa Bakija" school	Gjakovë/Đakovica
Lendita Rraci	Attached class teacher	"Mustafa Bakija" school	Gjakovë/Đakovica
Nadire Bakija	Attached class teacher	"Mustafa Bakija" school	Gjakovë/Đakovica
Nexhmije Cermjani	Attached class teacher	"Zekria Rexha" school	Gjakovë/Đakovica
Afrim Goronci	Attached class teacher	"Zekria Rexha" school	Gjakovë/Đakovica
Mynavere Ballata-Hoxha	Attached class teacher	"Haxhi Hoti" school	Rogova village/Gjakovë/Đakovica
Fatime Krasniqi	Attached class teacher	"Migjeni" school	Mitrovicë/Mitrovica
Sadije Sadiku	2nd grade class teacher	"Nena Tereze" special school	Mitrovicë/Mitrovica
Emilija Vuksanovic	4th grade teacher	"Kosovski Bozur" special school	Mitrovica - North

Eflije Gashi	5th and 7th grade class teacher	“Shpresa” special school	Shtime/Štimlje
Safije Tafallari	1st grade class teacher	“Lef Nosi” special school	Prizren
Hedije Gashi	3rd grade class teacher	“Lef Nosi” special school	Prizren
Lendita Shishko	3rd grade class teacher	“Lef Nosi” special school	Prizren
Diana Rogova	4th grade class teacher	“Lef Nosi” special school	Prizren
Ardita Kastrati	5th grade class teacher	“Lef Nosi” special school	Prizren
Mimoza Bushrami	6th grade class teacher	“Lef Nosi” special school	Prizren
Fjolla Duraku	8th grade class teacher	“Lef Nosi” special school	Prizren
Hylkije Elezkurtaj	9th grade class teacher	“Lef Nosi” special school	Prizren
Yrfete Saraxholii	9th grade class teacher	“Lef Nosi” special school	Prizren
Shyqerie Bytyqi	3rd grade class teacher	“Nena Tereze” special school	Prizren
Lumnije Morina	4th grade class teacher	“Nena Tereze” special school	Prizren
Muharrem Vermica	5th grade class teacher	“Nena Tereze” special school	Prizren
Karanfil Halimaj	8 grade class teacher	“Nena Tereze” special school	Prizren
Hydajete Berisha	8-13th grade class teacher	“Nena Tereze” special school	Prizren
Teuta Kastrati	Attached class teacher	“Nena Tereze” special school	Prizren <sup>23</sup>
Elizabeta Kelmendi	1st grade class teacher	“Xheladin Deda” special school	Pejë/Peć
Muharrem Regjepi	6th grade class teacher	“Xheladin Deda” special school	Pejë/Peć
Safete Mahumtović	7th grade class teacher	“Xheladin Deda” special school	Pejë/Peć
Violeta Kurhanasi	8th grade class teacher	“Xheladin Deda” special school	Pejë/Peć
Lume Shala	1st grade class teacher	“Perparimi” special school	Prishtinë/Priština
Dafina Ademi	1st grade class teacher	“Perparimi” special school	Prishtinë/Priština
Shpresa Dushi	2nd grade class teacher	“Perparimi” special school	Prishtinë/Priština
Muhadeze Gjinolli	3rd grade class teacher	“Perparimi” special school	Prishtinë/Priština
Hava Bahtiri	5th grade class teacher	“Perparimi” special school	Prishtinë/Priština
Feride Salihu	6th grade class teacher	“Perparimi” special school	Prishtinë/Priština
Didare Sylejmani	7th grade class teacher	“Perparimi” special school	Prishtinë/Priština
Drita Dushi	8th grade class teacher	“Perparimi” special school	Prishtinë/Priština
People interviewed in Zabeli Village/Gllgovc municipality = 48			
Children not attending school = 35			

23 This is an attached class set up by the German NGO “CARITAS”

**ANNEX F**  
**MEST BUDGET, 2008**

**Departments/Programmes**

	Wages	Goods and Services	Utilities	Subsidies	Capital Outlays	Total 2008
Total	10,056,272	5,908,777	1,703,000	27,000	38,524,820	56,219,869
Higher	8,411,337	3,276,897		1,200,280	3,221,475	16,109,989
Education						
University of Pristina	7,391,734	2,878,146		945,280	1,049,570	12,264,730
Students Center	643,336	202,000		146,000	1,171,905	2,163,241
Institutes	304,267	143,751		100,000	1,000,000	1,548,018
Pedagogic Institute of Kosovo	72,000	53,000		9,000		
Other Education	891,018	1,697,696		252,112	2,803,198	5,644,024
Special Needs Education	649,079	440,929		89,112	200,000	1,379,120
National Library	241,939	208,578		163,000	613,517	
Teacher Training		869,407			210,000	
Curriculum Development	590,000				2,603,198	3,193,198
Bilateral Agreements			248,189			248,189
Educational Administration	753,917	869,407	250,608	27,000	32,500,147	34,465,856
Central Administration	671,259	869,407	250,608	27,000	32,500,147	34,318,421
Office of the Minister	82,658	64,777				147,435

**ANNEX G**  
**A TEN-YEAR PROGRAM TO**  
**ACHIEVE FULL INCLUSION**  
**(BY MOSHE LANDSMAN)**

## RATIONALE

Inclusive education is a value decision. Although it is foreign to traditional educational values, it has been accepted throughout Europe and has become a part of the European integration process. FSDEK has laid down the basic foundations for an extensive transition to inclusive education. The present program is too slow and the result will be tens of thousands excluded from a regular classroom for their entire academic careers and hundreds of thousands without an adequate education within the regular classroom.

Our observations have shown that most (albeit not all) teachers are motivated to help children in their class with learning problems and would be able to do so better if properly trained.

There is a limit to what can be accomplished by training on paper, even if it is practical. Inclusive education must be learned by doing, which means that inclusive pilot schools must be created where teachers and prospective teachers can experience inclusive education *in vivo*.

The process of extensive educational change can be accelerated if it is accomplished in parallel; that is, not waiting to finish one stage before beginning the next.

In Kosovo the basic unit of educational processes and accomplishments is the Municipality. In this process too the municipalities will spearhead the process.

### Strategic objectives for 2017:

1. All schools on one shift
2. All teachers trained and tried in inclusive education
3. All classes with at least 10 hours teaching aides
4. All children in some official educational framework
5. 99% of all children integrated into regular classes
6. All teachers receive three times today's salary in absolute Euros, at least twice today's salary in terms of cost-of-living index
7. One qualified school psychologist per 1000 students
8. Each school with a pedagogical team of expert teachers (one per 3 grade levels), logoped, psychologist, and one other extra-educational person
9. Every school director trained and tried as inclusive education expert.
10. Every faculty of education teaches only inclusive education.

## TACTICAL GOALS FOR ACHIEVING STRATEGIC OBJECTIVES

### 1. ALL SCHOOLS ONE SHIFT:

1. a. Year 1: Design schools by competition in Faculties of Architecture and Engineering, location of available land (by legislation if necessary)
1. b. Building program financed by: Donors, National Lottery, 2% VAT
1. c. Check for quick prefab classrooms of high quality, possibly teaching Local builders the technology.
1. d. Until proper schools can be built, up to 50% of the new schools will be in Caravans, temporary buildings, which will be torn down or relocated.
- 1.e. Number of schools: 2000 (that is, 1000 more) plus birth rate 1.5% per year=approximately 250 more schools for birth rate.

### 2. ALL TEACHERS TRAINED AND TRIED IN INCLUSIVE EDUCATION

- 2.a. Goal: training 18,000 teachers over 10 years; that is, number of teachers trained increase geometrically; so that the first year 500 can be trained, the second year 1000, third year 1700 etc, as trained teachers gradually become trainers.
- 2.b. Each year pilot schools will be established, where teachers, student teachers, parents and other staff

will be trained hands-on in inclusive education. The first schools will include staff that has undergone intensive training during the first two FSDEK periods. As the staff becomes proficient, they will move to new schools to lead the training. Begin with seven schools. Every three years each of the seven schools will be responsible for teaching seven more schools. At the end of the process, the last schools will be in the middle of the training process.

2.c. Begin the process with international experts and those already trained. For at least three years these people will spend in the field in the pilot schools.

### **3. ALL CLASSES WITH AT LEAST 10 HOUR TEACHING AIDES**

3.a. See above – mobilization of all 18-year-olds for a year of national service. Payment of the service will come from municipalities, developing industries dedicated to education.

3.b. Practical work of students from education and psychology, 5 hours per week per student. At the moment there are 600 students of psychology and 1200 students of education, meaning 10 hours per week in 900 classes.

3.c. Training of volunteer parents and grandparents.

3.d. Personal obligation programs of High school students for volunteering in elementary schools and kindergartens. Students will be trained and given marks for their work.

### **4. ALL CHILDREN IN SOME OFFICIAL EDUCATIONAL FRAMEWORK**

4.a. Employment of municipal truant officers.

4.b. Training of special education teachers to teach children in their homes if their personal situation justifies it.

### **5. 99% OF ALL CHILDREN INTEGRATED INTO REGULAR CLASSES**

5.a. Training of pedagogical teams to diagnose and write recommendations to the teachers and aides. Methodology from UNESCO's "welcoming school" format. School teams meet regularly to study the situation of children with special needs in the school and to make and carry out recommendations. Team leaders and members receive increments in pay.

5.b. School directors are responsible to the parents and municipality for adapting the school to individual pupils with special needs.

5.c. Payment of increments to teachers who accept the challenge of integrating students with special needs into the regular classroom.

### **6. ALL TEACHERS RECEIVE THREE TIMES TODAY'S SALARY IN ABSOLUTE EUROS, AT LEAST TWICE TODAY'S SALARY IN TERMS OF COST-OF-LIVING INDEX.**

6.a. This issue is already on the national agenda and should be solved soon without outside motivation.

6.b. Nevertheless, Municipalities must take the initiative in discovering or generating income to improve the education system – first and foremost the pay of the teachers. This can be achieved by donors or developing a municipal industry, the profits from which will be dedicated to education. This will generate jobs and taxes, as well as a profit for education.

### **7. ONE QUALIFIED SCHOOL PSYCHOLOGIST PER 1000 STUDENTS**

7.a. At the moment, 100 people have finished the Masters program in psychology. In order to achieve this goal of 330 psychologists for 330,000 students, about 30 students will be added to the employment each year for 10 years. MEST must contract with the University of Prishtina to admit 30 students per year into the Masters program in school psychology.

7.b. Psychologists will have to undergo training in working with inclusive education and doing diagnostic work minded to inclusive education, as well as teacher consultation.

### **8. EACH SCHOOL WITH A PEDAGOGICAL TEAM OF EXPERT TEACHERS (ONE PER 3 GRADE LEVELS), LOGOPED, PSYCHOLOGIST, AND ONE OTHER EXTRA-EDUCATIONAL PERSON**

8.a. Apparently, the Faculty of Education or Medicine at the University of Prishtina is working on a program to train logopedes for Kosovo. The employment of extra-educational personnel is in the SDPE and by 2017 this problem should be solved.

**9. EVERY SCHOOL DIRECTOR TRAINED AND TRIED AS INCLUSIVE EDUCATION EXPERT.**

9.a. The responsibility of training School Directors should be given to TEMA through FSDEK and MEST. The task of training 2000 directors over 10 years does not seem to be terribly burdensome, if the powers that be decide to emphasize the importance of training the directors. The directors should be given theoretical training and practical training in the pilot schools.

**10. EVERY FACULTY OF EDUCATION TEACHES ONLY INCLUSIVE EDUCATION**

10.a. This section would seem obvious, but it is far from it. Faculty professors are notoriously unchangeable. The University Senate and rectorate must meet and approve. This section may be interpreted as a breach of academic freedom. Nevertheless, if we assume that there is agreement on this subject, then the Education faculties must undergo a massive change.

10.b. There are some high-ranking professors who have already taken a stand for inclusive education – Prof. Naser Zabeli and Professor Dema Hoti. There may be more and it is hopeful that when Ms. Linda Salihu finishes her Doctorate in Finland this will be a meaningful addition. The fifteen Masters Students in Inclusive education may also be of help. It is clear that in the beginning – for about five years of the ten-year program, there will have to be massive international support with donors. Unfortunately, attempts until now have not been exceptionally successful and it is worthwhile to study the question of the cause here.

# **ANNEX H**

## **BEST PRACTICES FOR DEALING WITH CHILDREN IN SCHOOLS WITH SPECIAL NEEDS UNDER PRESENT CIRCUMSTANCES**

In this last session we will make recommendations for best practices for dealing with children with disabilities and special needs. The proposal is for the present situation and therefore should be reviewed as the situation improves. We will begin with the most difficult cases and then slowly move to children with learning difficulties already studying in regular classes. Where structural changes should be made in the system, we will state this in bold letters.

## A. CHILDREN WITH SEVERE DISABILITIES NOT ATTENDING SCHOOL

According to our findings, these children have one or more of the following characteristics:

1. Live in poverty or extreme poverty
2. Live in areas where the roads are very poor and transportation is difficult
3. Have a disability where the parents do not believe that the child can benefit from school
4. Are hidden by the parents because of embarrassment
5. Belong to the Roma, Ashkali, Egyptian communities
6. Are girls with disabilities (or sometimes without disabilities but have reached adolescence)

In such situations, the child should be examined by a Psychologist and a Physician and the results should be passed to the municipal evaluation commission. The commission will decide one of the following:

1. The child can attend school and the parents are negligent. In such a case, the family should be referred to the welfare authorities for evaluation.
2. The child can attend school but needs financial assistance because of their financial situation. In this case, **the municipality will pay transportation from a special fund set up for this purpose.**
3. The child can attend school but needs specially equipped transportation facilities. **It is the municipality's duty to provide such facilities.** If the Municipality does not foresee provision of such facilities, it will apply to a **regional commission with a request to temporarily exempt the child from formal education. Besides the regional director and a physician, HANDIKOS will be awarded official status by legislation and a representative will sit on this commission.**
4. The child cannot attend school because of physical hardship. In such a case **the municipality will apply to the regional exemption commission mentioned in the above section. The commission will grant either temporary or permanent exemption from formal education.**
5. The child cannot attend because of a pervasive cultural problem not solvable in the near future. In this case, besides application to the **regional exemption commission**, the municipality will keep a database on such cases and will set up an awareness program and negotiate as well with the parents to adapt parts of the formal education system to the needs of the culture. For example, this may result in establishing separate schools or classes for girls.
6. If the child can attend school and negligence is not yet proven, **a municipal truant officer** will negotiate with the parents of the child. Only if the parents remain unconvinced despite no strong reason that the child be exempt from school attendance, the truant officer will refer the case to the welfare authorities for further treatment.
7. **The municipality is responsible for providing home instruction to children exempt from formal schooling. It will do so by means of a special teacher who will travel to the child and teach him or her five hours per week.**
8. **The municipality will negotiate with representatives of Roma, Ashkali, Egyptian communities concerning education of children in the community, addressing issues such as language and security. The municipality will conduct an ongoing awareness program under the auspices of the truant officer or a relevant NGO. The municipality will set up a scholarship fund for Roma, Ashkali, Egyptian children continuing high school beyond the required limit and faculties needed for the education or welfare of the Roma, Ashkali, and Egyptian communities.**
9. The role of the psychologist mentioned above is to give the direction of programs needed by the child to receive a meaningful education considering his or her intellectual, behavioural or physical disability. It is not the duty of the psychologist to recommend placement.

## B. CHILDREN WITH SEVERE DISABILITIES ATTENDING SCHOOL

1. **The municipality is responsible for employment of psychologists in each school. The ideal is one full-time psychologist per 1000 pupils, one full-time psychologist per 500 pupils in special schools. For the next few years there may be fewer psychologists. The psychologist must have minimum qualifications; i.e. finishing faculty of psychology and at least one semester of master studies. Until the psychologist becomes a specialist in school psychology, the municipality is responsible for the supervision of the psychologist.**
2. The psychologist will assess all children with special needs attending the school. The priorities of the psychologist, where there are too many such children, will be set by the school as to its needs. For instance, if the school has developed an individual program or satisfactory classroom strategy without the help of the psychologist, then at this time psychological assessment is not necessary, but the psychologist should review the program and sign his or her agreement with it.
3. After preliminary assessment of the child, the psychologist will decide on referral **to other competent professionals provided by municipal education, welfare or health departments.**
4. During, and soon after, the assessment process, the team leader will convene a meeting to decide how to accommodate the class to the needs of the child and the team will set up a system of accommodation for the child, following up as often as needed. In the beginning, this should be minimum once a week. Work with the child will be divided between the classroom teacher and **aide** (see above), as well as **work with other professionals and parents**. The parents of the child may be present at any discussion of a program for the child.
5. No child will be excluded from the school because of a physical disability, including blindness or problems in sight. The municipality will negotiate with representatives of the deaf community as to if and how a deaf child may be included in the regular classroom, since deafness has significant cultural characteristics and the deaf community should have a voice as to education of a deaf child. In decisions regarding a deaf child, the parents have the final say as to the placement of the child, after they testify that they have heard the position of the deaf community, the school, and other relevant experts.
6. Parents may request the placement of their child in a special class or special school, if they are convinced that this placement is in the best interests of the child. The regional placement commission will discuss placement of the child and make their decision after hearing the parents.
7. Children with intellectual or behavioural disabilities/impairments may be placed in a special class or special school according to the best interests of the child as determined first by the parents, then by the regional placement commission. As conditions approve, parents may review the situation and request replacement of their child in a regular school or class.
8. In order to insure that children will not be placed outside the neighbourhood school as a matter of course, parents of children in special schools have the right to serve on the parents committee of the regular neighbourhood school and lobby for conditions that will allow their child to return to the neighbourhood school.
9. Accommodation plans and Individual Education Plans (IEPs) will be filed in the office of the school director and be reviewed twice a year.

## C. CHILDREN WITH MILD DISABILITIES.

1. Children with mild disabilities are children who gave difficulty acquiring basic reading, writing or mathematical skills needed for learning. The difficulty is a disability if the central nervous system is suspected to be involved.
2. All children whose achievements in school are in the lower 20% will be assessed by the home teacher of the child. The teacher will call in other professionals as needed for a full assessment. If the child is assessed by other professional other than the home teacher, the **Team leader** for children with special needs will convene a meeting of the team to discuss the difficulties of the child and decide whether or not the child needs further assessment. Near, or after, the end of the assessment process, the team will decide on school accommodations for the child. The decision will be filed in the office of the director and reviewed twice each school year.
3. Each school will have a **special needs team** that will include a psychologist, a special education expert and a logoped. The Team's mandate is to guide the teachers and **teacher's aides** in developing strategies for welcoming and dealing with children with special needs in regular classes.

# ANNEX I

## MUNICIPAL PROFILES

Municipality	Estimated population	Primary Schools	Students in primary schools	Teachers in primary schools	Shifts per primary schools	Minority students (primary and secondary)	Kinder-gartens	Special Schools	Attached classes
Deçan Deçani	40,000	15	7,800	384	13 schools/2 shifts; 2 schools/1 shift	74	/	/	1 class/1 shift/ 9 students
Dragash Dragaš	41,000	12	7,000	490	12 schools/ 2 shifts	/	/	/	1 class/1 shift/15 students
Ferizaj/Uroševac	160-170,000	31	23,367	1,136	3 schools/4 shifts; 1 school/3 shifts; 1 school/2 shifts; The remaining schools in villages work in 2 shifts (except for 1 school in Rakaj village, that works in 1 shift)	94	1 (including 2 classes as part of the Shitime Institute) /18 students	4 classes/2 schools/2 shifts/44 students	
Fushë-Kosovë/Kosovo Polje	15,000	6+5 <sup>3</sup>	5,553	253	1 school/ 3 shifts; 5 schools/ 2 shifts;	418	1+1	/	1 class/26 children/ 1 shift
Graçanicë/Gračanica <sup>4</sup>	*	*	*	*	*	*	*	*	*
Gjakova Đakovica	150,000	39	19,381	1,580	36 schools/2 shifts; 3 schools/3 shifts	115 (25 Turkish + 90 Roma)	1/710 children	/	6 classes/3 schools; 1 school/3 shifts/35 students; 1 school/2 shifts/22 students; 1 school/1 shift/6 students

Gjilan Gjiljane	130,000			1,689	1 school/2 shifts; Others/4 shifts; In villages/2 shifts	2,385 (Serb+ Roma)	3	/	1 school/3 shifts/20 students; 1 school/1 shift/5 students; 1 school/1 shift/7 students
Glogovac Glogovac	73,000	32	12,024	589	28 schools/2 shifts; 2 schools/1 shift; 2 schools/3 shifts	/	2	/	2 classes/1 school/14 students
Hani i Elezit/Elez Han	10,139	3	1,673	495	All schools/2 shifts	/	/	/	/
Istog <sup>5</sup> (PMU) Istok	56,000	11	4,292	412	9 schools/2 shifts; 1 school/3 shifts; 1 school/1 shift	577; (178 Bosniacs, 305 Egyptians, 79 Ashkali, 15 Roma; no data for Serbs)	6/174 children	/	1 class/1 shift/8 students; 1 class/1 shift/8 students
Junik (PMU)	12,500	2	1,133	55	2 schools/2 shifts	/	/	/	1 class/1 school/1 shift/6 students
Kaçanik/Kaçanik	N/A <sup>6</sup>	N/A	N/A	N/A	N/A	N/A	N/A	/	2 classes/1 school/2 shifts/14 students
Kamenicë Kamenica	63,000	14+5	5,773	559	18 schools/2 shifts; 1 school/3 shifts	759 (Serbian)	1+2	/	2 classes/2 schools/ shifts/17 students

Municipality	Estimated population	Primary Schools	Students in primary schools	Teachers in primary schools	Shifts per primary schools	Minority students (primary and secondary)	Kindergartens	Special Schools	Attached classes
Klinë Klina	32,457	26	8,953	645	24 schools/2 shifts; 2 schools/1 shift	305 (35 Roma, 255 Ashkali, 2 Turkish, 12 Egyptian 1 Ashkali)	3	/	2 classes/2 schools (1 class/1 school/1 shift/ 12 students; 1 class/1 school/1 shift/6 students)
Leposavić Leposavić	18,600	4	1,581	201	*	*	/	/	1 class/1 school/1 shift/8 children
Lipjan Lipjan	76,000	24	10,881	700	24 schools/2 shifts	70 (Roma and Croatian; no data for other minorities)	2	/	2 classes/1 school/2 shifts/25 students
Malishevë Malishevo	65,000	43	17,749	848	40 schools/2 shifts; 3 schools/3 shifts	11	/	/	2 classes/1 school/2 shifts/22 students
Mamusa/Mamuša (PMU)	5,000	2	1,068	46	2 schools/2 shifts	74	1 (not managed from MEST)	/	1 class/1 school/1 shift/7 students
Mitrovicë Mitrovica	110,000	44+ 11	19,707 + 5,040	699	17 schools/ 1 shift; 19 schools/ 2 shifts; 8 schools/ 3 shifts	188	1+1	2 schools: 1/76 students; 1/24 students	2 classes/ 1 school/ 1 shift/14 students; 2 classes/ no info on the number of students per class

Novobërdë Novo Brdo	3,900	5	507	55	4 schools/ 1 shift; 1 school/ 2 shifts	149 (Serb)	/	/	/
Obiliq Obiliç	30,000		4189		19 schools/2 shifts; 3 schools/1 shift; 1 Serb and Albanian mixed school/1 shift	812 (532 Serb, 160 Ashkali, 120 Roma)	1/60 students	/	3 schools/3 classes/1 shift/23 students
Partesh/Partes <sup>7</sup>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Pejë Peç	81,026		17,806	903	26 schools/2 shifts; 2 schools/1 shift	1,292	1/260 children	1/70 students	3 classes/3 schools/1 shift/22 students
Podujevë Podujevo	130,000	32	18,677	995	8 schools/ 3 shifts, 24 schools/ 2 shifts,	130	1	1/26 students	3 classes/6 schools/1 shift/25 students
Prishtinë Prishtina	500,000		33,575	1,594	1 school/4 shifts; 11 schools/3 shifts; 14 schools/2 shifts 11 schools/1 shift <sup>8</sup>	429	9+1/1,600 children	1/101 students	4 attached classes/3 schools; 1 school/2 classes/2 shifts/15 students; 1 school/1 shift/7 students; 1 school/1 shift/5 students
Prizren	240,000	42	30,662	1,503	42 schools/3 shifts	3,661 (2,527 Bosnian, 1,134 Turkish)	1	2 schools/187 students (including the special kindergarten, part of Nene Tereza Special School)	3 attached classes/3 schools; 1 school/2 classes/22 students (Albanian and Turkish)/2 shifts; 1 school/1 class/3 students/1 shift

Municipality	Estimated population	Primary Schools	Students in primary schools	Teachers in primary schools	Shifts per primary schools	Minority students (primary and secondary)	Kinder-gartens	Special Schools	Attached classes
Rahovec Orahovac	1,300	34	12,200	755	27 schools/2 shifts 7 schools/1 shift	240 (Roma and Serb)	3	/	2 classes/2 schools (1 class/1 school/1 shift/8 students); 1 class/1 school/1 shift/14 students)
Shitme Štimlje	29,000	7	6,378	405	7 schools/2 shifts;	146 (Ashkali)	/	1 special institution/8 children	1 class/1 school/1 shift/8 students
Skenderaj Srbica	72,600	22	10,980	738	21 schools/1 shift; 1 school/2 shifts	35	1	/	5 schools/5 classes/38 students
Štërpcë Štrpce	13,600	6	*	*	*	*	*	/	*
Suharekë Suva Reka	80,000	23	14,036	828	19 schools/2 shifts; 2 schools/3 shifts; 2 schools/1 shift	143	1/140 children	/	10 classes/3 schools/1 shift/111 students
Vftri Vitina	59,800	17	10,466	716	All schools work in 2 shifts	598 (Serb)	1	/	2 classes/1 school/2 shifts/13 students
Vushitri Vučitrn	102,600		14,845	1,151	4 schools/ 3 shifts; 20 schools/1 shift	529	1	/	2 classes/1 school/1 shift/17 students
Zubin Potok	14,900	1+3	207+600		*	*	*	/	1 class/1 school/6 children
Zvečan Zvečan	17,000	1+3	*	*	*	*	1	/	*

**Sources:**

OSCE Municipal Profiles, April 2008

Interviews with the MEST Education Department Directors, April-June 2008

# **ANNEX L**

## **TERMINOLOGY IN EDUCATION OF CHILDREN WITH SPECIAL NEEDS**

English	Albanian
Culturally and linguistically diverse students	Studentë me kulturë dhe gjuhë të ndryshme
Women with disabilities	Gra me paaftësi (aftësi të kufizuar)
Students identified with learning problems	Studentë të identifikuar me probleme në të mësuar
Disabilities and/or speech-language disorders	Aftësi të kufizuara (Paaftësi) në të folur dhe gjuhë/ apo dëmtime në të folur dhe gjuhë
Students with math and reading difficulties	Studentë me vështirësi në matematikë dhe të lexuar
Children with challenging behaviours.	Fëmijë me sjellje sfiduese
children with disabilities	Fëmijë me aftësi të kufizuara (paaftësi)
Children with social disabilities	Fëmijë me aftësi të kufizuara (paaftësi) sociale
Learning disabilities	Aftësi të kufizuara në të mësuar
Hearing impairments	Dëmtime në të dëgjuar
Speech or language impairments	Dëmtime në të folur dhe gjuhë
Orthopaedic impairments	Dëmtime ortopedike
Mental retardation	Retardime mendore
Other health impairments	Dëmtime të tjera shëndetësore
Visual impairments	Dëmtime në të pamur
Emotional disturbance	Shqetësime emocionale
Multiple disabilities	Aftësi të kufizuara të shumëfishta
Mild disabilities	Aftësi të kufizuara të lehta
children with special needs	Fëmijë me nevoja të vecanta
Deficits in reading	Ngecje në të lexuar
Reading problems	Probleme në të lexuar
Speech language impairment	dëmtime në të folur dhe gjuhë
Children with communication delays/disorders	Fëmijë me dëmtime në komunikim/me vonesa në komunikim
Children with motor delays	Fëmijë me vonesa motorike
Developmental disabilities,	Aftësi të kufizuara zhvillimore
Emotional and behavioural disorders	Cregullime emocionale dhe të sjelljes
Children with autism spectrum disorder	Fëmijë me cregullimin e autizmit
Handicapped children	Fëmijë të hendikepuar
Severe disabilities	Aftësi të kufizuara të rënda
Mental retardation	Retardime mendore
Behaviour disorders in children	Cregullime të sjelljes tek fëmijët
attention-deficit hyperactivity disorder	çrregullimi hiperaktiv / deficitit të vëmendjes
Troubled youth	Rini e shqetësuar
Conduct disorder	Cregullim i sjelljes
Oppositional Defiant disorder	Cregullim mospërfillës (provokues)
Low-average	Nën-mesatare
Reading impairment,	Dëmtime në të lexuar

Speech/language impairments	Dëmtime në të folur dhe gjuhë
Serious emotional disturbance	Cregullime serioze emocionale
Multiple disabilities	Dëmtime të shumefishta
Autism	Autizmi
Deaf-blindness	I shurdhër dhe i verbër
Traumatic brain injury	Lëndim traumatik i trurit
Developmental delay	Vonesa në zhvillim
All disabilities	Dëmtime të tjera shëndetësore
"Hard" disability categories, such as hearing impairment, visual impairment, or orthopaedic impairment	Aftësi të kuizuara "të rënda" sic janë, dëmtime në të dëgjuar, dëmtime ortopedike
"Soft" disability categories	Kategoria e aftësive të kufizuara të "lehta"
Disabled Children	Fëmijë me paaftësi
Children with motor delays	Fëmijë me vonesa motorike
Children with visual impairments	Fëmijë me dëmtime pamore
Special education	Edukim special
Children with exceptional needs	Fëmijë me nevoja të jashtzakonshme( të vecanta)
Children and students with mild disabilities	Fëmijë dhe studentë me aftësi të kufizuara të lehta
Individual with disabilities	Individ me aftësi të kufizuara
Handicapped children	Fëmijë të hendikepuar
ADHD	çrregullimi hiperaktiv I deficitit të vëmendjes
Learning disabilities	Pengesa(veshtiresi) ne te mesuar
Various disabilities	Aftësi të kufizuara të ndryshme
Deafness	Shurdhësia
Communication disorders	Cregullime në komunikim
Learning disabilities;	Aftësi të kufizuara(paaftësi) në të nxënë
Orthopaedic and other health impairments	Dëmtime ortopedike dhe dëmtime tjera shëndetësore
Emotional/behavioural disorders	Cregullime emocionale dhe të sjelljes
Inclusive Policy Framework on issues of disabilities in Kosovo	Korniza gjithëpërfshirëse e politikës mbi çështjen e aftësisë së kufizuar në Kosovë
Accessibility- describes the barriers for the environment, which exclude children, people from participation	Përshatëtshmëria –përshkruan pengesat e mjedisit, të cilat përshatojnë njerëzit nga pjesëmarrja
Assistive devices- the devices that persons with physical impairments	Mjetet ndihmëse-mjete të culat përdoren nga personan me dëmtime fizike ose sensoriale
Barriers to participation (physical, attitude and communication)	Pengesa në pjesëmarrje (pengesat fizike dhe në komunikim)
Disability-is considered as form of limitation in activities, that don't take into consideration persons with physical or other impairments	Aftësia e kufizuar konsiderohet si formë që paraqet pengesat ose kufizimet e aktiviteteve e cila merr shumë pak ose nuk merr aspak në konsideratë personat të cilët kanë dëmtime fizike ose dëmtime të tjera)
Environmental accessibility	Përshatëtshmëria e mjedisit
Identification	Identifikimi
Impairment-is an objective description which describes every loss in psychological or physiological function, such as hearing impairments etc	Dëmtimi –është një përshkrim objektiv I cili definton cilëndo humbje në kuptim të strukturës ose të funksionit psikologjik dhe fiziologjik, sic është humbja e të dëgjuarit, etj

Inclusion- assessment system, according to which all individuals, beside their disability have the right to participate in every recreational, professional, social and educational activities together with its peers	Përfshirja-sistem vlerësues, sipas të cilit të gjithë individët pavarësisht nga aftësia e kufizuar kanë të drejtë të marrin pjesë në aktivitetet rekreative, profesionale, sociale dhe në ato arsimore së bashku me bashkëmoshatarët
Inclusive education	Arsimi përfshirës
Individual Education Plan-according to unique needs of a person	Plani i arsimimit individual- sipas nevoja unike të personit
Regular school	Shkolla e rregulltë
Special education- it is a service that is offered in regular and special schools	Edukimi special, i veçantë- është shërbim që ofrohet në shkolla të rregullra dhe shkolla speciale
Physical impairments	Dëmtimet fizike
Devices helping persons with physical impairments	Mjetet ndihmëse për personat me dëmtime fizike
Orthosis	Ortozë
Prosthetics and artificial limbs	Protezë me gjymtyrë artificiale
Splints	Longetë, gështallë
Orthopaedic shoes	Këpucë ortopedike
Electric wheelchair	Karrocë elektrike
Manual wheelchair	Karrocë dore e rëndomtë
Toilet chair	Karrige toaleti
Cushions for good sitting positions	Jastëk për pozitë të mirë të qëndrimit ulur
Walking stick	Shkop për ecje
Special tools for writing/in kitchen/personal care like thick pencils, long handle on the water tap, etc	Mjete të veçanta për të shkruar/në kuzhinë/kujdes personal, si: lapsa të trashë, rubinetë me dorezë të gjatë, etj.
Respirator	Respirator
Walking frame	Shëtitore, kornizë për ecje
Crutches	Paterica, kukëza
Ramp	Shteg i pjerrët, pjerrinë
Visual Impairment	Dëmtimet e të pamurit
Devices helping persons with visual impairments	Mjetet ndihmëse për personat me dëmtime të të pamurit
Braille Alphabet	Alfabeti i Braille
Braille writing tools	Mjete shkrimi Braille
Guide dog	Qen udhëheqës
Magnifying glass	Xham zmadhues, llupë
Magnifying reading equipment	Pajisje zmadhuese për lexim
Specialized computers	Kompjuterë të specializuar
Talking books	Libër folës/audiokasetë
White cane	Shkopi i bardhë
Personal assistant	Ndihmës personal
Hearing impairment	Dëmtimet e të dëgjuarit
Deaf	i/e shurdhër
Deafened person	person i shurdhuar
Hearing impairment/Hearing loss	dëmtim i të dëgjuarit, humbje e të dëgjuarit

Sign language	gjuha e shenjave
Devices helping persons with hearing impairments	Mjetet ndihmëse për personat me dëmtime të të dëgjuarit
Flashing light	dritë sinjalizuese
Hearing aid	mejt ndihmës për dëgjim
Interpreter	Interpretues
Intellectual impairment	Dëmtimet intelektuale
Functional skills	Shkathtësi funksionale
Intelligence IQ	intelegjenca
Delayed development	zhvillimi I vonuar
Memory difficulties	vështirësitë në kujtesë
Emotional and behaviours difficulties	Vështirësitë emocionale dhe të sjelljes
Maladaptive behaviours, social adjustment	Vështirësitë në sjellje, përshtatja sociale
Aggressive behaviour	Sjellje agresive
Anxiety	Ankthi
Challenging behaviour	Sjellje provokative
Phobias	Fobia
PTSD	Stres çregullimi post traumatik
Rehabilitation	Rehabilitimi
Multiple Impairments	Dëmtimet e shumëfishta
Speech, communication, language and mathematical problems	Problemet në të folur, në komunikim, në gjuhë dhe problemet matematikore
Attention deficit disorder	Çregullim, mungesë e vemëndjes
Attention deficit/hyperactivity disorder, (ADHD)	Mungesë e vëmendjes/çregullim I aktivitetit, hiperaktivitet
Aphasia	Afazia
Autism	Autizmi
Communication problem	Problem në komunikim
Expressive language problems	Probleme në të shprehurit gjuhësor
Receptive language problems	Problemet në të kuptuarit e gjuhës
Dyslexia	Disleksia
Dyscalculia	Naser Zabeli;
Naser Zabeli; Pupils with Special Needs	Nxënësitë me nevoja të veçanta
In Albanian language it is used as “children with disabilities” or “disabled” but the right use is children with special needs or children with developmental barriers	Në terminologjinë shqipe tani më së tepërmi përdoret “persona me aftësi të kufizuara” dhe “persona me paaftësi” po përdorimi i duhur është fëmijë me nevoja të veçanta dhe apo fëmijë me pengesa zhvillimore.
Intellectual impairments (moron, imbecile and idiots-these expressions should be omitted) so other expressions that are used are:	Ngecjet në zhvillimin mendor (prpambetja mendore) ( moronë, imbesilë dhe idiotë duhet të shmangen) dhe shprehje tjera që përdoren janë:
Severe intellectual impairment (IQ below 25)	Ngecjet në zhvillimin mendor në shkallë të rëndë (IQnën 25)
Medium intellectual impairment (IQ= 25/30-50)	Ngecjet në zhvillimin mendor në shkallë të mesme (IQ= 25/30-50)
Light intellectual impairment (IQ=50-70)	Ngecjet në zhvillimin mendor në shkallë të lehtë (IQ=50-70)
Intellectual impairment within limit (IQ=70-85)	Ngecjet në zhvillimin mendor në kufi (IQ=70-85)
Speaking impairments	Dëmtimet në të folur

Alalia	Të folurit e pazhvilluar (Alalia)
Dysphonic barriers	Çregullimet e zërit (pengesta disfonike)
Speaking rhythm and tempo disorders	Çregullimet e ritmit dhe të tempos në të folur,
Dislalia	Vështirësitë e artikulimit
Stuttering	Belbëzimi
Hearing impairments	Dëmtimet në të dëgjuar
Visual impairments	Dëmtimet në të pamur
Physical impairments	Dëmtimet fizike
Vedat Bajrami- Pupils with special needs	Vedat Bajrami- Nxënësitë me nevoja të veçanta
FSDEK Publication- Special Education in Kosova	Publikim FSDEK Publication- Edukimi special në Kosovë
Categorization of children with special needs	Kategorizimi I fëmijëve me nevoja të veçanta
Autism	Autizimi
Physical impairments (cerebral paralysis, amputation, etc)	Dëmtimet fizike (paraliza cerebrale, amputimi, etj)
Hearing impairments (deaf and half-deaf)	Dëmtimet në të dëgjuar (të shurdhëritë dhe gjysmë të shurdhër)
Visual impairments (partial and weak visual; partial and full blindness)	Dëmtimet e të pamurit ( të pamurit e pjesërishtëm, të pamurit e dobët, verbëria e pjesërishtme dhe e plotë)
Late development	Të zhvilluarit e vonshëm
Intellectual impairment	Dëmtimet intelektuale
Down syndrome	Sindromi Daun
Emotional and behaviours disorders (hyperactivity, aggressiveness toward others, withdrawn in social interactions, immaturity, difficulties in learning)	Çregullimet emocionale dhe të sjelljes (hiperaktiviteti, agresiviteti ndaj të tjerëve, tërheqja prej interaksioneve sociale, jopjekuritë, vështirësitë në të mësuar)
Multiple impairments (limited speaking, forgetting skills due to misusing, serious behaviours problems, etc)	Dëmtimet e shumëfishta (gjuha e kufizuar (paaftësia e të folurit), harresa e shkathtësive për shkak të mospërdorjes, problemet serioze në sjellje, etj)
Learning difficulties	Vështirësitë në të nxënë
Problems in speaking and language	Problemet në të folur dhe gjuhë