

## MEDIA RELEASE

### Report on statistical data and education indicators in Kosovo launched

**24 January 2009, Prishtinë/Pristina** –The Ministry of Education, Science and Technology (MEST) published today the report on indicators and statistical data regarding pre-university education for 2004/05, 2005/06 and 2006/07. The study was financed and supported by UNICEF office in Kosovo.

The report presents data and trends on the pre-primary, primary, upper and lower secondary education.

At the launch of the report, Agim Hyseni, the Deputy Minister of the Ministry of Education, Science and Technology, on behalf of the MEST, said, *The development of the statistical indicators for pre-university education for school years 2004/05, 2005/06 and 2006/ are basis for gathering, monitoring and analysing the main data. These indicators will be compatible with UNESCO criteria in the future and will serve for planning purposes and developing policies. The data will also serve for evaluation of the development goals and comparing them with the countries in the region and elsewhere. They are equally important for continuous monitoring and evaluation of the quality of education, which is the main leading goal of MEST.*

On this occasion, Deputy Minister Hyseni, extended a special appreciation to UNICEF for the technical assistance provided to MEST.

The statistical data in the report are disaggregated based on relevant indicators and include attendance as per levels, gender, ethnic background and children with disabilities. Other qualitative indicators provide data on learning achievement for the 9<sup>th</sup> grade, etc. Another important aspect that was tackled in the report is the issue of student drop-out. The remaining indicators deal with teaching methods and school infrastructure in Kosovo.

UNICEF also donated a CD with a software called DevInfo, a programme for presentation of education data in electronic format. This software application enables gathering, presentation and distribution of data.

According to the data in the report the general number of students in pre-university education has increased because of changes introduced in the education system, whereby the 13<sup>th</sup> grade was added. Only during 2006/07 compared to the previous year 2005/06, there was a nominal increase of students for 3,93 %.

Regarding drop-out rates, during the three years included in the report, about 7 % of students registered in the first grade drop-out gradually primary education and do not continue to the lower secondary education. Similar trend happens in the lower secondary level with 4 % drop-out rates. The highest number of drop-outs is noticed in the transition period from 9<sup>th</sup> grade to 10<sup>th</sup>, whereby only during 2004/05, about 14 % of students did not continue their education.

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According to this report, out of those who are enrolled in the education system (1-9 grade), more boys drop-out primary school 7 % compared to 4 % girls, while in the upper secondary level (10-12 grade), boys' drop-out rate is 17 % compared to girls' 9 %.

Related to minorities, only nominal inclusion data are presented. In this regards, the nominal number of inclusion of students from Ashkali, Egyptian, Turk, Goran and Croatian communities has increased; while the number of Bosniak and Roma children has decreased. Due to lack of data for education of the Serbian community children it is not possible to have the complete picture for minority children in the education system.

Mr. Robert Fuderich, Head of UNICEF Kosovo said, *Publishing of the statistical report is very important because it offers some basic data that are necessary for the process of planning in the education system. Without appropriate statistical data we cannot develop policies and no quality education can be guaranteed. UNICEF remains committed to assist MEST in improving the data collection and inclusion of those children that remain outside of the system, such as children from Roma, Ashkali, Egyptian communities, children with disabilities, etc.*

This report is an overview based on the number of children enrolled in the education system during a three year period. However, because of lack of population census and many technical shortfalls in the data collection system in the schools, there is a need for more investment in the quality of data and analyses of trends.

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