



EUROPEAN CENTRE
FOR MINORITY
ISSUES KOSOVO



Protecting and Promoting Education for Minority Communities

A Manual for Municipal Officials

Funded by the United Nations Children's Fund



FOREWORD

This Manual has been produced by ECMI Kosovo as part of the project *Improving the Service Delivery and Minority Rights Awareness at the Municipal and Civil Society levels*, in cooperation with, and supported by, UNICEF. The project aims to strengthen the capacity of municipal officials and civil society actors to address challenges in minority education in their municipalities, while identifying mechanisms for enhanced cooperation between these stakeholders. It is a pilot project, focussed on three municipalities: Ferizaj/Uroševac, Peja/Peć and Prizren/Prizren.

ABOUT US

ECMI Kosovo

The European Centre for Minority Issues Kosovo (ECMI Kosovo) advances majority-minority relations through the protection and promotion of minority communities and their interests, with the overarching aim to develop inclusive, representative, and community-sensitive institutions that support a stable multi-ethnic Kosovo.

ECMI Kosovo has been active in Kosovo since 2000 and is a leading Non-Governmental Organisation (NGO) in the area of minority rights, contributing to developing, strengthening and implementing relevant legislation and best practices in governance. ECMI Kosovo has established strong relations with all Kosovo communities and enhances the capacity of community representatives from civil society, political parties and the government to engage with one another in a constructive and sustainable way.

UNICEF

The United Nations Children's Fund (UNICEF) was created to work with others to overcome the obstacles that poverty, violence, disease and discrimination presented to a child. UNICEF advocates for measures to give children the best start in life, driven by its commitment to the principle that proper care at the youngest age forms the strongest foundation for a person's future.

UNICEF has played a major role in promoting the rights for children and youth in Kosovo experiencing a major social crisis. It focuses on four major programmatic areas – education, health, adolescence and child protection.

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The Manual has also been informed by international human rights treaties and Kosovo legislation, listed in annex one, and by other publications, which have been listed in the annex two.

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Introduction

This manual is a tool for **municipal officials** to improve the education of minority communities within their municipalities. The purpose is to provide municipal officials with an understanding of their **responsibilities** towards students from minority communities. It also offers **practical suggestions** for users and **concrete steps** that can be taken to ensure that students from minority communities are fully included in the education system, based on non-discrimination, equal opportunities and respect for diversity.

The delivery of education to minority communities starts at the **central level**, with the setting of education legislation, policies and strategies, including the national curriculum. It is the Municipal Government that then takes these standards and brings them into the education system, **directly impacting** all children in the municipality. The Municipal Government has full competencies for the provision of public **pre-university education**, including schools, teachers and administration. With this, the Municipal Government has responsibilities to ensure the protection and promotion of minority rights throughout the education system. This requires for all municipal officials involved in education to have an in-depth understanding of their **legal obligations** for minority education and how to meet these obligations.

Based on this understanding, ECMI Kosovo has conducted a **needs-assessment** for the delivery of minority education in three municipalities in March 2009, Ferizaj/Uroševac, Peja/Peć and Prizren/Prizren, as part of the wider project, *Improving Service Delivery and Minority Rights Awareness at the Municipal and Civil Society Levels*. This review highlighted the **lack of instruction** provided to municipal officials about how to address the challenges of educating minority communities. Therefore, ECMI Kosovo has developed this manual to support municipal officials to ensure **effective protection** and **promotion** of minority rights within the education system.

Why Is A Manual Needed For Minority Education?

A basic education is essential to living a successful life and is central to a child's **intellectual** and **social development** towards adulthood. Access to such education is a **fundamental human right** and a **legal requirement** for all children in Kosovo.

Under Kosovo law, all persons in Kosovo have the right to **equal access** to, and **quality** of, education. Special laws are also in place to guarantee that minority communities have full access to education in their own **language**, among other requirements, to ensure equality of opportunity vis-a-vis the majority. However, despite this strong legal foundation, children from minority communities continue to face significant **challenges** in their education.

As a result of the **decentralisation** process, municipal governments are under an obligation to implement a series of **new laws** impacting upon, and designed to improve, minority education. Municipal officials are accordingly the key actor's responsible to address the challenges faced by minority communities and improve the education opportunities for all children. They need to be aware of the **needs of minority communities** in their municipality and find ways to best meet these needs through the implementation of the new laws and standards set to at the central level. As such, municipal officials have the **greatest direct impact** on the education of minority communities and need to fully understand their responsibilities.

Who Should Use This Manual?

Municipal Officials

The manual is designed to be used by officials of the Municipal Government engaged in education of minority communities, especially the **Municipal Directorate of Education** and **Municipal Community Office**.

The information contained herein could also benefit **Mayors, Deputy Mayors for Communities**, Members of the **Municipal Assembly** and members of the **Municipal Communities Council**, which all have responsibilities for the education of children in their municipalities.

School Directors and Teachers

This information and approach to addressing challenges in minority education can benefit **school directors** and **teachers**, as they are directly responsible for the provision of education to minority students, their inclusion and ultimate performance.

Civil Society, Parents, Youths

The manual may also serve as a tool for **civil society organisations** active in minority education, providing concrete steps to encourage municipal officials to take action to protect and promote minority rights. This also applies to **parents** and **youths**, who can also become active in pushing for change in the delivery of minority education.

How Should This Manual Be Used?

This manual is designed to be both an **informative tool** and an **ongoing reference** for municipal officials in their day-to-day work in ensuring the effective promotion and protection of minority rights within the educational system. The manual is divided into three main sections:

The first section provides an overview of the **problems and challenges** that minority communities in Kosovo face regarding education. By identifying these issues, the manual provides a strong foundation on which municipal officials can make decisions based on a sound understanding of minority education needs in municipalities.

The second section outlines the **legal framework** which exists in Kosovo at present when it comes to education for minority communities and provides an overview of the **role and responsibilities of all stakeholders** in the implementation and protection of these legal requirements. The specific obligations of the Municipal Government are further analysed and presented in a systematic chart.

The third section provides **suggestions and recommendations** on how to improve the education of minority communities, taking into account the problems outlined in section one and the legal obligations detailed in section two. It acts as a checklist for issues that might be encountered and the steps that can be taken to address problems in minority education.

Finally, the manual provides additional resources, including **web links** to key legislation in annex one and a list of **sources** used for the production of the manual in annex two. Acknowledgements of those who have contributed to the drafting of this manual are in annex three.

Challenges in Minority Education in Kosovo

Kosovo is a **multi-ethnic** society. Under the *Constitution of the Republic of Kosovo*, the Government must promote **multiculturalism** and ethnic diversity, and ensure the protection of human and minority rights. Education is an important part of this effort in several ways. First, through education, Kosovo authorities can **promote tolerance** and **respect for diversity** throughout society, ensuring that the different ethnicities, cultures and religions of Kosovo are accepted, preserved and promoted. Second, education facilitates **equal opportunities** for all members of communities and promotes their inclusion and integration in Kosovo society, without assimilation.

Approaches to Minority Education

Providing education for minority communities requires a delicate balance between the **recognition** and **protection** of each community's distinct culture, identity, and language and the need to promote an **integrated** multicultural society. To manage this balance, minority education can be approached in the following ways:

- Inclusion of all minority children
- Multicultural education for all pupils
- Mother-tongue education for minority communities
- Language learning opportunities for minority communities
- Courses on 'Identity' subjects for minority communities

Ideally, the educational system should include all or most of these approaches, depending on the diversity of its pupils. In Kosovo, there have been efforts to integrate these approaches into the legislation, policies and strategies on education and communities, outlined in the next chapter.

Existing Problems in Minority Education

Within the existing education system in Kosovo, minority communities continue to **face greater challenges** in their education than the majority community, resulting

from a range of problems that are presented below. These problems, identified through ongoing interviews with municipal officials, civil society representative and international organisations, include **limitations** or **conditions** facing minority communities, as well as **inadequacies** in the delivery of education by the central, municipal and school level. While the majority of these problems are **highly interrelated**, they have been divided for clarity and presented according to the approaches to which they relate. This is with the exception of the first problem, which is listed separately as it affects all other problems discussed below.

- **Lack of a coherent system of data collection on minority pupils**

There is **no universal system** of data collection on pupils, making it difficult to compare the education of minority communities Kosovo-wide. At the municipal level, information on pupils from minority communities is **collected** on an *ad hoc* basis, rather than a systematic manner. While municipalities usually collect information on pupils at enrolment, most do not regularly collect **follow-up** information from schools on the enrolment, attendance and performance. Municipalities also differ in the information they request at enrolment, with some hesitant to reference ethnicity based on the perception that **identification as a minority** is itself discrimination. While a lack of consistent data is not a problem in and of itself, it contributes to many other problems facing minority education. Significantly, a **chronic lack of data** hinders the possibility of **monitoring** and **evaluating** the delivery of education to minorities and the impact of initiatives to improve their education.

Inclusion of all minority children

The full and equal participation of children from minority communities in the education system should be ensured at every level. This includes enrolment, **attendance**, **performance** and **advancement**. Children should be free from discrimination, segregation and be guaranteed **equal opportunities** for success. The following problems have been identified that limit the integration of all minority children:

- **Late enrolment/segregation in classrooms**

Many children from minority communities, especially the Roma, Ashkali and Egyptian communities are **not enrolled** in school at the appropriate age. This has been attributed to many causes: **lack of parents awareness** of enrolment and the

importance of education, **lack of value for education** based on parents low education levels and limited future opportunities, **inability to finance education** and necessities such as appropriate clothing and supplies, inadequate **transportation** and perceptions or fears by parents of **discrimination** in schools.

Late enrolment makes it difficult for the children to **catch-up** to their peers and they generally struggle to succeed. In addition, many are not enrolled in advance of the beginning of the school year. The consequence of this is that they often find themselves **segregated** in a separate class composed by pupils belonging to minority communities and remain in these classes throughout their education.

- **Low attendance/high drop-out rates**

Among the Roma, Ashkali and Egyptian communities, **low attendance** is a frequent problem, which affects their performance and ability to succeed. This is usually the result of the same causes as late enrolment, especially **socio-economic conditions** which force many children to work to support their families. Low attendance often leads to complete **drop-out** from school, especially throughout primary education, and very few continue into secondary school. Drop-out rates are especially **high among girls**, resulting from **early marriages**.

Among other minority communities, especially the Bosniak community, the drop-out rate between primary and secondary school is also a problem, with a significant number not advancing to secondary school. This is attributed to new difficulties, such as **increased travel distances** and **financial burdens**, as well as problems with the **quality** of secondary education in Bosniak language.

- **Poor performance/reduction in standards**

Given the problems identified above, many children from the Roma, Ashkali and Egyptian communities have **poor performance** in their classes. This is frequently worsened by a **poor home study** environment and a **lack of parental support** for homework. In schools, poor academic performance of students from minority communities is simply tolerated and inadequate efforts are made to remedy the situation. Additional support is rare, such as tutoring on difficult subjects. Minority children are frequently allowed to continue their education **without meeting** the **standards** applied to the majority.

The **lowering of standards** for minority communities can be detrimental to the children and does nothing to solve the problems of low performance. It **encourages segregation** of those students from the mainstream student body, popularises the perception that students from minority communities are unable to perform as well as their peers and is detrimental to the **self-confidence** of these students, **reducing** their **motivation** to succeed.

- **Lack of community representation in Albanian-language schools**

While the majority of Albanian-language schools have a mixture of students from the majority community, Roma, Ashkali and Egyptian and other communities, this **diversity is not reflected in the staff of schools**. Very few school Albanian-language schools have teachers, assistants, or even support staff from minority communities, which affects minority children's **perceptions of their belonging** to schools as they have no one in a leadership role, or any position within schools, with whom they relate to as part of their community. This **limits their inclusion and integration** into the school system, as children always feel as outsiders, which may affect performance and attendance.

Multicultural education for all pupils

The education system must consider not only the special requirements for the education of minorities, but also the **promotion of multiculturalism** and **respect for diversity** among all pupils, including the majority community. As such, teaching must be sensitive to the culture and identity of all pupils and avoid content or approaches that **breed animosity** or division between communities.

- **Prejudice and stereotypes in textbooks**

Textbooks and teaching materials are the primary source of information made available to pupils and **must be sensitive to the culture and identity of all pupils**. The direct or indirect inclusion of prejudice or stereotypes in these materials **promotes** the **spread** of such **harmful ideas**, hindering tolerance and mutual respect. Texts have been found in textbooks that support **nationalist ideologies** and **negative images of Kosovo's communities**, especially the Roma, Ashkali and Egyptians. These not only alienate these communities from their educators and the school system, but it spreads prejudice among all communities, damaging interethnic relations.

- **Lack of learning on Kosovo's communities**

While some minority pupils have the opportunity to learn about their own community in schools, the majority community does not learn about the **history or culture of Kosovo's minorities**. All children, majority and minorities alike, should learn about all the communities of Kosovo, **their history, culture, language and music**, as an integrated part of the overall curriculum. This promotes understanding and respect for minority communities and promotes intercultural tolerance and communication. Moreover, it contributes to building a **civic identity** that unites all citizens while promoting diversity.

- **Lack of cross-cultural activities**

With the limited facilities of schools and large number of students, there are limited opportunities for **extra-curricular activities** among students. Few, if any, activities take place in schools aimed at **promoting intercultural exchange and cooperation** through informal activities among communities. While children from communities attending Albanian-language schools are general in mixed classes, there is **little interaction** between pupils in Albanian, Turkish and Bosnian language schools. The divide even is stronger for the Serb community, with the majority of Serb students attending schools operated by the Republic of Serbia. While having the opportunity to learn in one's own language is an important right of communities, there is a need to also support the integration of these communities through **communication and positive relationships**.

Mother-tongue education for minority communities

Providing education for children in their mother-tongue is essential for their early development and learning in school. Moreover, for minority communities, education in their language is necessary for the **maintenance and reproduction** of their **language, culture and identity**. In Kosovo, in addition to the Albanian-language, Bosnian and Turkish-language education are provided.

- **Lack of Serbian-language education**

While both Albanian and Serbian languages have official status in Kosovo, **Serbian-language is not currently being offered** under Kosovo authorities. Children from the Serb community, as well as many from the Gorani and other communities, attend Serbian-language schools that are managed by the Republic of Serbia. This creates a

substantial divide between the communities and **limits any chance for integration**. At the same time, there have been efforts by public authorities to disrupt Serbian schools from operating, which hamper the education of Serb and other impacted communities. Providing a Kosovo alternative option of Serbian-language education is necessary to ensure **equal education opportunities** for all communities and must precede any efforts to restrict Serbian schools. Currently, the *Independent Commission for the Review of Serb Curriculum* has begun the process of reviewing Serbian curriculum for use in Kosovo, as a first step to resolve this problem.

- **Inadequate textbooks in community languages**

While the Kosovo curriculum has been developed in the Bosnian and Turkish languages, there are **inadequate textbooks** available. In secondary schools, there are few if any textbooks produced in Kosovo in these languages. Those that are in use are often published in Bosnia and Herzegovina or the Republic of Turkey, which means they **do not match** the Kosovo curriculum. This has a particularly negative impact on these communities, as they lack access to the information contain in the state *Matura* exam which is **required for graduation** from secondary schools. There are also insufficient primary school textbooks for minority pupils and there is a total **lack of literature and reading materials** in minority languages.

- **Lower Quality of Teaching in Minority Schools**

Within schools teaching in minority-languages there is a **lack of qualified teachers**, which results in teachers being employed who do not meet quality standards. While there is the opportunity to receive **university-level pedagogical training** in the Bosnian and Turkish languages, these departments are not producing enough teachers for the minority-language schools. As a result, the level of quality of education services is unsatisfactory. In this regard, there is a need to **increase incentives** for members of these communities to pursue careers as educators and receive adequate training, as well as to facilitate the **transfer of qualification** from universities in Bosnia and Herzegovina and the Republic of Turkey. At the same time, there is a strong need to focus efforts in **teacher training and re-qualification** to improve the quality of teaching in minority schools. Ensuring the quality and the relevance of children's learning experiences is one of the first steps to achieve greater and more equitable access to education for minority communities.

Language learning opportunities for minority communities

In a multi-ethnic society, promotion of the languages and identities of communities must be balanced with the need for **inter-cultural communication and cooperation**. For members of minority communities, knowledge of official languages is essential for inclusion, especially regarding **professional opportunities**. Studying of minority languages further supports respect and mutual understanding among communities.

- **Lack of bi-lingual Albanian-language teachers and quality materials**

While students attending Bosnian- and Turkish-language schools have the opportunity to learn Albanian in schools, there are significant limitations in the **quality of their language learning**. The majority of Albanian-language teachers are not bilingual in the language of the community they are teaching and accordingly **cannot communicate** with the children during their early learning. The materials for the courses are also taken from the Republic of Albania, **designed for native-speakers** learning their own language. As such, they have a completely inappropriate approach to language learning for learners of Albanian as a foreign language.

- **Lack of Serbian language-learning in schools**

No schools in the education system provide students the **opportunity to learn Serbian**, the second official language of Kosovo, as a foreign language. This greatly hinders the potential for **inter-ethnic dialogue** as younger generations will be unable to communicate through the official languages of Kosovo.

- **Lack of Albanian language-learning in Serb schools**

Similarly, students attending Serbian-language schools under the Republic of Serbia schools have no opportunities to **learn the Albanian language**, either within schools or as extra-curricular learning. This greatly limits their practical **ability to integrate** outside of Serb enclaves, despite the status of Serbian as an official language.

Courses on 'identity' subjects for minority communities

While it is important for all pupils to learn on Kosovo's communities, as discussed above, each community should also have the **opportunity to learn about their own community** in depth, such as culture and history, to ensure equal consideration for all persons in Kosovo and a sense of belonging among all pupils. For children who attend school in their mother-tongue, this is already including in the **curriculum and**

teaching, including the Bosnian and Turkish communities, as well as the Albanian majority, but other communities do not always have the same opportunities.

- **Lack of Romani-language curriculum and courses**

The majority of the Roma community speaks **Romani as their mother-tongue**, with a large number speaking only Albanian or Serbian. There are no opportunities to study in Romani or about Roma culture and history in schools. Roma children attend **integrated Albanian-language schools** (and sometimes Serbian-languages schools under the Republic of Serbia) and separation into Romani-language schools would be hard to sustain and **potentially detrimental to their integration**. At the same time, the Roma community needs the equal opportunity to have their identity reflected and promoted in their education. The Ministry of Education, Science and Technology (MEST) has taken steps to develop an **optional Roma curriculum** on language, history and culture, which should be offered in schools shortly. To implement the curriculum, **teachers from the Roma community** need to be recruited and qualified.

- **Lack of courses for minority communities in integrated schools**

While the Roma community has a distinct situation because they have a different mother-tongue language, there are other **communities in integrated schools** that also need their identity promoted in schools. The Ashkali and Egyptian communities speak Albanian as their mother-tongue and attend school with the Albanian majority. As such, they would also benefit from **optional courses that promote their culture and history**, so that they do not feel neglected or isolated when compared with Roma students, as well as the majority community. These courses would compliment a **multi-cultural curriculum and teaching** discusses above, to raise the awareness of all students on Kosovo's diversity.

Obligations of the Municipal Government

Minority rights and education can be understood as a **mutually defining** process. In other words, each is essential to the enhancement of the other. Therefore, municipal officials must be aware of the **national provisions** that aim to safeguard the best interests of all children in the field of education, as well as the various **international human rights treaties** that have influenced these provisions and are directly applicable through the Constitution of the Republic of Kosovo. Moreover, municipal officials need to understand their **role and specific responsibilities** for the implementation and protection of these rights in order to meet their obligations and **cooperate with other stakeholders** to meet the needs of all children.

Legislative Framework for Minority Education

International standards and best practices aim to **make education available, accessible, acceptable, and adaptable for all children**, which has been reflected in the Kosovo legislative framework for education. *Available* education means ensuring **free and compulsory education** for all children. *Accessible* education refers to the elimination from education of all forms of **discrimination**. *Acceptability* pertains to the current focus on the **quality of education** in the processes of teaching and learning. Finally, *adaptability* means that education should respond and **adapt to the best interests** and needs of each child, which includes special provisions made for children from minority communities. Therefore, the right to education must go hand in hand with governmental obligations to **enable universal access to education, quality standards and freedom from discrimination**, while addressing the specific needs and interests of minority communities. These obligations are outline below, categorised by specific rights guaranteed for minority communities. Further information on relevant international standards and Kosovo legislation are provided in annex one.

Right to Free and Compulsory Education

The *Constitution of the Republic of Kosovo (Constitution)* establishes that basic education is to be **free and compulsory** (Art. 47). It further enshrines that equal

opportunities to education shall be ensured by public institutions for all children in Kosovo, in accordance with their specific abilities and needs (Art. 47.2).

Right to Non-discrimination and Non-segregation in Education

The *Law on Primary and Secondary Education*¹ states that all children have the right to **access** to and **progression** through all levels of primary and secondary education in Kosovo **without direct or indirect discrimination** on any real or presumed ground, such as national, religious, language, ethnic or social origin (Art. 5.1). The *Law on the Protection and Promotion of the Rights of Communities and their Members in Kosovo (Law on Communities)* guarantees that all members of communities have the right to fully enjoy their fundamental rights. Public authorities shall take **affirmative measures** to **promote full and effective equality** in all areas of economic, social, political and cultural life, including education (Art. 3). Specific measures for combating discrimination, exclusion and segregation in education are obliged, in particular to **ensure equal access to education and quality standards** in the processes of teaching and learning, such as qualified personal and teaching staff, school premises and equipment, for all communities (*Law on Communities*, Art. 8.8; *Law on Primary and Secondary Education*, Art. 10.1a).

Right to Choose Preferred Official Language

All persons belonging to communities have the right to **receive public education at all levels in one of the official languages of Kosovo** of their choice, so as to have equal opportunity to progress to higher education (*Law on Communities*, Art. 8.10; *Law on the Use of Languages*, Art. 21). Pupils have the **rights to decide**, together with their parents, in which official language they want their **school records** to be kept (*Law on the Use of Languages*, Art. 24.2). Therefore, special provisions shall be made by the municipal officials to ensure **appropriate teaching in that chosen language** (*Law on the Use of Languages*, Art. 19).

¹ The *Law on Primary and Secondary Education* (UNMIK Regulation 2005/15) remains applicable in the Republic of Kosovo. However, municipal officials should be aware that MEST is currently working on a draft law on compulsory education in the Republic of Kosovo, entitled *Law on Pre-University Education in the Republic of Kosovo*, which will replace the mentioned law. This draft law is expected to be in force before the end of 2010.

Right to Serbian-language Education

There are special provisions for teaching in the Serbian language, established in the *Law on Education in the Municipalities of the Republic of Kosovo (Law on Education)*. Municipal officials have the competency to create the conditions for providing such education (Art. 12.1). Schools teaching in the Serbian language **may apply curricula and use textbooks developed by the Ministry of Education of the Republic of Serbia** upon notification to MEST (Law on Communities, Art. 8.5; Law on Education, Art. 12.4). A particular curriculum or textbook from the Republic of Serbia shall be used in classroom, only if, after notification, MEST raises no objection within three months (*Law on Education*, Art. 12.3). Otherwise, in the event of an objection, the matter shall be referred to an **Independent Commission** (Law on Education, Art. 12.4). The Independent Commission has the competency to review the curriculum or textbook(s) to ensure conformity with the *Constitution of the Republic of Kosovo* and applicable legislation (Art. 13). It has also the competency to determine if that specific curriculum or textbook(s) may or may not be placed in classroom use (Art. 12.4).

Right to Non-official Language Education

The education rights of communities are closely linked to **language rights**. Kosovo authorities must ensure that all students have **access to education in their mother tongue** at pre-school, primary and secondary school levels (*Law on Communities*, Art. 8.1; *Law on the Use of Languages*, Art. 20.1). Receiving education in a community language that is not an official language also entails that reports and certificates must be issued, and records kept, in the mother tongues of these communities (*Law on the Use of Languages*, Art. 24.3).

Community language classes or schools are to be established according to reasonable and viable thresholds, determined by the Government. Where these thresholds are not met, the government has an **obligation to offer alternatives**. These include, **subsidised transport** to an area where such schooling is being offered, **distance learning, roving teaching arrangements** or offers of boarding (*Law on Communities*, Art. 8.2; *Law on Primary and Secondary Education*, art. 22)

Establishments providing education in a community language that is not an official language can **design their own school programmes**. Similarly, communities are entitled to generate educational modules concerning their own **culture, history and**

traditions, in cooperation with the Government. However, these must comply with the **integrated curriculum** established by the Government and must meet its stated standards of achievement (*Law on Communities*, Art. 8.7).

Right to Establish Private Educational Institutions

Member of Communities have the right to **establish and manage their own private educational and training** establishments, for which they maybe be entitled to public financial assistance (*Law on the Use of Languages*, Art. 22). Such establishments can apply for accreditation by MEST, providing they comply with the general educational standards of the Kosovo general curriculum (*Law on Communities*, Art. 8.4).

Government Strategies Impacting Minority Education

The development and implementation of the national laws and application of the international standards for education outlined above requires a **unified approach** among all stakeholders in education. Especially in regards to minority education, ensuring full equality and inclusion in the education system requires **special efforts targeting minority communities**, through a **coordinated strategy** for all levels of institutions and stakeholders. In this regard, the Government of Kosovo has developed and approved two main strategies which aim to **emphasise universal inclusion** in education by offering **equal opportunities** for all: the *Strategy for Development of Pre-University Education 2007-2015* and the *Strategy for the Integration of Roma, Ashkali, and Egyptian Communities in Kosovo 2007-2017*.

Strategy for the Development of Pre-University Education

The *Strategy for the Development of Pre-University Education* aims to develop **strategic education** in Kosovo by building an **inclusive system** of education, offering conditions for quality **personal development** of all individuals, while fostering lifelong learning habits and values of **democratic citizenship**, in accordance with European education trends and processes.

In order to achieve these purposes, the Strategy identifies **seven strategic objectives** to be implemented in priorities for action:

- a) Quality and efficient governance, leadership, and management of the system of education.
- b) A functional system for providing quality learning based on standards comparable with those of the developed countries.
- c) All-inclusiveness, equity, and respect of diversity in education.
- d) An effective system of in-service and pre-service training of the teaching staff.
- e) An adequate and healthy physical environment for teaching and learning.
- f) A sustainable connection of education with general social and economic developments.
- g) Advancing the material situation in education.

A critical assumption running throughout the Strategy is that the integration of all ethnic communities in society must start from their **inclusion in compulsory education**. In ensuring an inclusive education system that offers conditions for quality education, the implementation of the Strategy can positively impact upon the conditions of minority communities in terms of **equal access and equal opportunities**. In particular, some of the measures mentioned in the Strategy, such as development of adequate all-inclusive policies, creation of an adequate environment that promotes **cultural, ethnic, linguistic, racial and other diversity**, implementation of **legal infrastructure** in pre-university education and development of alternative programs for the reintegration of children who missed getting enrolled in schools or who dropped out during schooling, can help to address challenges in minority education.

Strategy for the Integration Roma, Ashkali, Egyptian Communities in Kosovo

The *Strategy for the Integration of Roma, Ashkali and Egyptian Communities* is a **comprehensive Strategy** that aims to **better integrate** these communities in Kosovo. The mission of the Strategy is 'building of an inclusive and high quality system of education, based on **justice, equity and respect of diversity**, contributing to the full integration of Roma, Ashkali, and Egyptian communities in the society'. Towards this, the Strategy includes a substantial **education component**.

In order to accomplish the mission of the *Strategy for the Integration of Roma, Ashkali, and Egyptian Communities* in the field of education, four strategic objectives have been identified:

- a) Significant improvement of **participation** in and **quality** of education for members of Roma, Ashkali, and Egyptian communities.

- b) **Prevention of discrimination and segregation** in the system of education.
- c) **High quality and efficient cooperation** between relevant institutions and organisations for the benefit of better education for members of Roma, Ashkali, and Egyptian communities.
- d) **Increasing awareness** among communities and involved parties with the purpose of helping education of members of Roma, Ashkali, and Egyptian communities.

To achieve these objectives, a **national action-plan** has been produced and is being finalised. Local applications of the Strategy and action-plan are also being produced at the municipal level, to consider the specific conditions in the municipalities.

Both Strategies give **specific indicators** and **measures** that have to be taken to improve education overall and, particularly, the position of minority communities. It is important to note that the implementation of the Strategies depends largely on the **readiness of government institutions** to support and carry out the delivery of these activities.

Institutional Framework for Education

The provision of pre-university education, including the protection and promotion of the rights outlined above, requires a range of institutions at the **central, municipal and local level** that all work together for the **design, delivery and monitoring** of the education system. These include **executive** bodies to set national and municipal standards, **legislative** bodies to validate these standards, **administrative** bodies to implement these standards and consultative bodies to represent the interests of citizens and groups of citizens, such as minority communities, throughout these stages. Each institution has a **distinct mandate** and **responsibilities** towards the education of minority communities and it is important for officials to **be aware of their individual role** within the institutional system, as well as how the institutions all work together, to ensure the needs of **every child** are met.

Central Level

At the central level, **national standards** for education are set through **legislation, policies and strategies**, as well as the allocation of funding to the municipal level. The

following institutions contribute to these responsibilities, from an education or community perspective.

- **Ministry of Education, Science and Technology (MEST)**

The Ministry of Education, Science and Technology is the **primary authority** within Kosovo in the education sector. Its mission is the development of an **efficient system** of education that will contribute to increasing the wellbeing of Kosovo society by offering **high quality education and research**, with **equal opportunities** for all, in accordance with the values of **freedom, democracy and diversity**. According to the *Law on Education*, MEST is responsible to design and implement legislation and policies for the development of education (Art. 3a). This includes **national curricula**, teaching standards, professional qualifications and examination systems. MEST must **promote non-discrimination** within the education system, ensuring access to quality education for all children and promote parental and community participation in educational activities (Art. 3b,k). MEST is further responsible to design, implement and supervise equitable and effective forms of **educational administration** and school management, to improve the quality, relevance and efficiency of education at all levels and to facilitate the development and qualitative **improvement of the education system** (Art. 3e-g). MEST manages education inspection (Art. 3l) and allocates budgets to municipalities for carrying out their functions for pre-university education (*Law on Primary and Secondary Education*, Art 14.1)

- **Ministry of Community and Return (MCR)**

The Ministry for Community and Return is the **key ministry** charged with the protection and promotion of the rights of communities and their members. Its work is also related to education, as its functions include promoting programmes and mechanisms for achieving **equal integration of all communities**, and assuring that policies on the central and municipal levels, e.g. in the field of education, contain provisions for the **protection of communities rights** (*UNMIK regulation 2005/15*, Annex XII).

- **Consultative Council for Communities (CCC)**

The Consultative Council for Communities is a body made up of **representatives of the different communities** in Kosovo. Its purpose is to represent the rights and interests of community members at the central level of government. The CCC has set up a **working group** which specifically deals with education and the difficulties communities face in this area. Some of its specific objectives are, to monitor and assist

the process of developing a **unified curriculum for communities**, to raise awareness about the needs of establishing textbooks and other materials for all communities, and to identify the specific needs of each community in the sector of education and **advocate** for their implementation (*Law on Communities*, Art. 12)

- **Prime Minister's Office for Community Affairs (PMOCA)**

The Office for Community Affairs is located within the Office of the Prime Minister. Its primary aims are to ensure the **implementation of legislation and policies** concerning communities, through **monitoring and coordination**, and evaluate their effectiveness. The PMOCA utilises its budget to support the implementation of projects addressing the needs of communities and supports community access to education through the **provision of scholarships**. The PMOCA contributes to minority education through the **review of draft legislation** for consideration of community rights, monitoring and coordinating the implementation of minority education and supporting programmes aimed to improve the education of minority communities.

- **Kosovo Assembly (KA), Committee for the Rights and Interests of Communities (CRIC)**

The Kosovo Assembly is the **legislative body** of the Republic of Kosovo, with members directly elected by the public and **guaranteed representation** of minority communities. The Committee for the Rights and Interests of Communities is a permanent committee of the Assembly and acts as a safeguard for community interests in the legislative process. CRIC is composed of members of assembly holding seats reserved for the Serb community, other non-majority communities, and the majority community. It **reviews legislations** and **makes recommendations** based on the rights and interests of communities and can further propose laws as needed to represent the concerns of communities (*Constitution*, Art. 64, 78).

- **Kosovo Parents Committee for Education (KPCE)**

The Kosovo Parents Committee for Education is the **main mechanism for communication between parents and MEST**. The KPCE represents the interest of parents on any concern in primary or secondary education (*Law on Primary and Secondary Education*, Art. 15). They have recommended that parent councils be established in all primary and secondary schools, which have been established for many schools and inform the work of the KPCE.

Municipal Level

While the central government is responsible for the national development of education standards, it is the municipal government that is ultimately responsible for their **implementation**. Municipalities have **full and exclusive powers**, in so far as they concern **local interest**, for the provision of **public education at the pre-primary, primary and secondary education**, with respect to national legislation. This includes the registration and licensing of schools, as well as the recruitment, payment and training of instructors and school administrators (*Law on Local Self Government*, Art. 17; *Law on Education*, Art. 4). Municipalities are further responsible for the **construction of educational facilities, registration and admission** of students based on non-discrimination and selection of Directors and Deputy Directors of schools. They should **supervise and inspect** the education process and monitor and report on students' **educational and social progress** to parents and relevant authorities (Art. 5). The municipality is further responsible for **education administration**, including the provision of administrative services for pre-primary, primary, secondary and higher education (Art. 6).

While these responsibilities are those of the entire municipality, they are fulfilled by several departments mandated to delivery education under the ultimate authority of the Mayor. These institutions include:

- **Municipal Education Directorate (MDE); Municipal Director of Education (MED)**

Each municipality is obliged to establish a Municipal Directorate of Education with sufficient professional and support staff to perform the **educational duties** of the municipality. Each MED will be managed by an appointed Municipal Director of Education. The MDE, under the leadership of the MED, is responsible for the **provision of public pre-university education**, the construction and maintenance of the education infrastructure, as well as the **management of education staff**.

- **Municipal Community Office (MCO)**

Municipal Community Offices are responsible for **enhancing the protection of community rights** and ensuring equal access for communities to public services at the municipal level. They were obligatory under UNMIK regulation 2007/30 in municipalities that have a substantial minority population. The MCOs are currently not mentioned in Kosovo legislation, but continue to fill their mandate.

- **Municipal Assembly (MA), Municipal Communities Committee (CC)**

The Municipal Assembly is required to establish a Communities Committee, made up of members of the Municipal Assembly and community representatives, whereby the latter shall comprise the majority in the Committee. Every community living in the municipality shall be represented by at least one representative. The Communities Committee **reviews compliance** of the municipal authorities with the applicable laws and reviews all **policies, practices and activities** to ensure that they respect the rights and interests of communities. It shall also recommend measures to the Municipal Assembly to ensure implementation of provisions related to the needs of communities (*Law on Local Self Government, Art. 53*)

- **Municipal Finance Department**

The Municipal Finance Department **controls the budget** for education in the municipality. Each municipality is allocated a specific grant for education from the central Kosovo budget. There is a specific formula for the calculation of this grant, which is based on factors such as student enrolment, the number of teachers, and class sizes. The Municipal Finance Department is responsible for **allocating these grants** among the different educational institutions.

Local Level

While under the oversight of the Municipal Government, schools have **significant autonomy** in the delivery of education within their ‘catchment’ or area of enrolment. Each school has a percentage of ‘school-based’ curricula which they may determine, as well as the **setting of syllabuses** for the national curriculum. They promote and facilitate **registration** and **enrolment, attendance** and **academic performance**. Crucially, schools are the environment where children interact with educators, as well as with other children. As such, schools create the **learning environment** for every child and must **promote non-discrimination** and the **full and equal inclusion** of communities in every aspect of engagement in education.

- **School Director**

The School Director, appointed by the MDE, is the **day-to-day manager** of the school, responsible for leading the school, promoting **high quality education**, promoting equal opportunity for all pupils, especially girls and members of minority communities, creating a **positive and supportive learning environment** and

overseeing school **financial management**. The School Director is responsible for **managing teachers** and ensuring their professional development, for promoting the active involvement of parents in the education of their children and for ensuring that pupils enjoy the right to education through the national and local curriculum.

- **School Board**

School Boards **bring together** various local partners in education to oversee the management and running of schools. They are comprised primarily of **parents**, with **teachers** and, at the secondary level, **pupils**. The School Director participates but does not have voting powers. The Board is involved in the writing of the school **development plan**, appointment of the school director and **allocation of funding** from outside the municipal budget. The Board has the responsibility to ensure **equality for everyone involved** with the school, regardless of sex or community (*Law on Primary and Secondary Education*, Art. 29).

- **Pupils' Council**

School Boards are required to establish a Pupil's Council in all secondary schools, with at least one representative for each class. It aims to work to **improve the school learning environment** and represents the interests of the pupils to the School Director and School Board.

- **Teachers**

Teachers are responsible to **promote the aims of the school**, contribute to the **educational** and **social development** of all pupils and maintain high standards of learning. They are required to undertake appropriate **professional re-training** and development. Teachers must prepare **teaching plans** and **lessons**, direct and monitor the learning and behaviour of each pupil, and **promote pupils curiosity** to be **independent learners**. They must care for all pupils regardless of their sex, community or ability and are expected to **liaison with parents** on their children's progress.

- **Parents**

Parents are legally responsible to **enrol their children** in school and ensure that they attend regularly. Parents can further support the education of their children by emphasising the importance of education, **helping with homework** and monitoring their children's **progress** with teachers.

Civil Society

Civil Society organisations, operating at the local, municipal and central levels, have an important role in providing **oversight of government institutions** and **filling the gaps in services** that government cannot or will not manage. In considering education, civil society organisations are responsible to **advocate for the rights and interests of their community** in the education system, deliver services to fill gaps in the delivery of education in the municipality, **build the capacity** of their community to engage with the education system and other stakeholders to engage with their community on education matters.

Municipal Officials' Responsibilities

Although municipal officials may work with civil society organisations and other stakeholders, it is first and foremost their responsibility to **improve education for students from minority communities**. They must take ownership of the issues that exist and it is their responsibility to ensure that the law is applied. It is important therefore that municipal officials fulfil their legal responsibilities and take into consideration the needs of communities.

Legal Responsibilities of Municipal Officials

The following table provides a **schematic and practical view** on the main laws impacting minority education, to help municipal officials focus on the main legal provisions that impact their work. It has three functions:

1. It **identifies the legislation** applicable to education of minorities;
2. It outlines the **key-actions required** by municipal officials in order to fulfil the legal obligations;
3. It provides **'performance indicators'** to evaluate the performance of municipal officials.

Applicable Laws on Education	Articles which refer to obligations and rights of municipal officials	Actions required to fulfil legal obligations	'Performance Indicators'
<u>The Constitution of the Republic of Kosovo</u>	Art. 124.6 [Municipalities bound to respect the Constitution];	Be aware of the obligations contained in the Constitution.	
	Art. 5 [Official Languages];	Be aware that the official languages of the Republic of Kosovo are Albanian and Serbian; Turkish, Bosnian and Romani languages may have the status of official languages or be in official use at the municipal level.	
	Art. 47 [Right to Education];	Ensure every child in your municipality receives free basic education.	Inspections and collection of accurate statistics i.e. number of children enrolled in and graduating from school [...]
	Arts. 59.2-59.4 [Specific Education Rights for Minorities];	Ensure each child receives education in their own language; Provide appropriate teachers and curricula, including textbooks in their own language.	Inspections and collection of accurate statistics i.e. number of employed qualified educators belonging to minority communities; number of textbooks available for each pupil [...]; Designed curricula in languages of Kosovo [...]
	Art. 59.6 [Right to communicate with municipal authorities in their own language];	Ensure that schools/ parents can communicate with municipal officials in their own language. This could mean employing staff with the appropriate language skills to do this.	Monitoring complaints and collecting accurate statistics.

<p><u>Law on Education in the Municipalities of the Republic of Kosovo</u></p>	<p>Arts. 4-6; Art. 8 [Responsibilities and Competencies of the Municipalities in Education]</p>	<p>Be aware of the obligations contained in this Law; Ensure good cooperation with other municipalities and institutions; Provide educational facilities, registration and admission of students, employment of teachers and other school personnel, training of educators and other staff, supervision; Inspection and reporting on the education process.</p>	<p>Number of shared activities carried out by education institutions and organisations at all levels; Sharing transparent information; Inspections and collection of accurate statistics i.e. number of teachers recruited to work in education; Amount of quality transportation [...]</p>
	<p>Art. 12 [Education in the Serbian Language]</p>	<p>Provide conditions for educational services in the Serbian language.</p>	<p>Number of employed qualified educators belonging to Serbian community; Curricula designed; Textbooks in Serbian language [...]</p>
<p><u>Law on the Protection and Promotion of the Rights of Communities and their Members in Republic of Kosovo</u></p>	<p>Art. 8 [Communities' Rights in Education]</p>	<p>Provide public education at all levels in one of the official languages chosen by communities; Provide pre-primary, primary, secondary public education in their own language; Ensure that curricula and textbooks cover the history and the culture and other attributes of communities; Provide enough qualified teachers.</p>	<p>An assessment is carried out for all levels of public education; Number of children regularly enrolled in schools; Number of textbooks and education materials available for each pupil; Number of involved experts on drafting textbooks; Number of qualified teachers in minority communities' languages.</p>

<p><u>Law on the Use of Languages</u></p>	<p>Arts.19-24 [Use of Languages in Education];</p>	<p>Ensure appropriate teaching in the person's chosen official language;</p> <p>Provide instruction in public school education for communities whose mother tongue is not an official language in their mother tongue, including: teachers, curricula, and textbooks in their own language;</p> <p>Ensure that in primary and secondary schools pupils study an official language of their choice;</p> <p>Ensure that pupils belonging to communities whose mother tongue is not an official language have school records kept, reports and certificates issued in their mother tongue, in addition to the official languages.</p>	<p>Inspections and collection of accurate statistics i.e. number of employed qualified educators belonging to minority communities; number of textbooks available for each pupil [...]</p> <p>Designed curricula in required languages [...]</p> <p>Monitoring complaints and collecting accurate statistics.</p>
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Responsibilities of Municipal Officials for Government Strategies

In addition to the specific legal obligations outline above, municipal officials have obligations for minority education regarding the **implementation of strategies** for the education sector, especially the *Strategy for the Integration of the Roma, Ashkali and Egyptian Communities in Kosovo*. The Strategy and national action-plan provide detailed information on **comprehensive requirements** of public authorities for **implementation** and **monitoring**, based on specified “performance indicators”. Municipal officials should be aware of their **overall responsibilities** regarding the strategy, which includes to:

- **Be aware** of the Strategy, action-plan and ongoing developments at the central level regarding implementation and monitoring.
- Develop a **three-year action-plan** for the implementation of the education component based on local priorities, in cooperation with civil society organisations.
- **Cooperate** with the Ministry of Communities and Returns (MCR), Ministry of Education, Science and Technology (MEST) and civil society organisations towards the implementation of the Strategy based on the national and municipal action-plans, including **financing activities for implementation**.
- Maintain **comprehensive data** on the implementation and impact of the strategy and **cooperate and share information** with the Prime Minister’s Office of Good Governance (OGG) and Office of Community Affairs (PMOCA) and civil society organisations for official and ‘shadow’ monitoring.
- Promote and facilitate the **participation of community members** and civil society organisations at all stages of implementation and monitoring on the Strategy.
- Enable and **promote cooperation** and **coordination** among all stakeholders in the implementation of the Strategy, including international organisations, civil society organisations and municipal departments.
- **Encourage** and **support school directors**, teachers and parent-teacher associations to contribute to the objectives and activities of the Strategy.

Municipal officials may additionally aim to **build communication** and **cooperation with neighbouring municipalities** and their counterpart departments, to learn from **shared experiences** and find new and **innovative approaches** to Strategy implementation.

How to Improve Education of Minority Communities

Improving the education of minority communities requires the **commitment of all municipal officials** to not just fill their **minimal legal obligations**, but to exceed them to actively promote the interests of minority communities throughout all their work. All municipal officials, not just those from minority communities, need to **consider the challenges** that face the minority children in their municipality and find **new and innovative ways** to overcome them to ensure the equal education of all children. As municipalities vary in their **composition, conditions** and **capacities**, municipal officials are ultimately in the best position to find solutions to the problems facing their minority communities. However, there are some important **steps that should be taken in all municipalities** to improve the delivery of minority education, which are presented in this section.

Systematic Collection of Information

The effective implementation and monitoring of education policies for minority communities is impacted and limited by **a chronic lack of information**. While schools may collect basic information on pupils at the time of enrolment, it is rarely followed up and **monitored systematically**. Statistical data is often only provided to the Municipal Government on an *ad hoc* basis following specific requests and there is no system for **sharing of information** among stakeholders. Moreover, the data collected on pupils varies by municipality with **no overall consistency** in information requested. This means that the data is **not comparable** across geographical regions, making it **impossible to evaluate** national trends and the impact of initiatives on minority communities.

This should be addressed through an **agreed system of data collection** at the municipal level, based on a **centralised database**, and a system of information sharing between the Municipal Communities Committee and the Municipal Directorate of Education. There also needs to be a system of information sharing or cooperation between the Municipal Government and civil society organisations to monitor the **accuracy of the information** collected and to ensure the Municipal Government has **full access to information** about children who may not be enrolled

in the education system. Information should be collected on areas that impact education, so that the Municipal Government can ensure that policies implemented accurately address the needs of all children. This should include information on: gender, ethnicity, mother-tongue, number and ages of siblings, education level of parents and family income, as well as any other information relevant to municipal policies. This should be linked to pupils' **enrolment, performance and progression**.

MEST should develop a **universal form of data collection**, including the above information, which can be used by all municipalities. The information should be **collected regularly** from schools for ongoing monitoring and assessment. Until this system is in place, the Municipal Government should ensure uniformity in the collection of information from schools in their municipality by the same criteria. In requesting such details from parents and pupils, municipal officials need to **ensure confidentiality** of the information, ensuring that the data cannot be used for **segregation or discrimination** of any kind. If the proper usage of the data collected cannot be guaranteed, then identifying information such as name, gender and date of birth should not be collected.

Minority Participation

While the Municipal Government ultimately has **full responsibility** for the provision of public education for minority communities, municipal officials often **lack a deep understanding** of these communities and the conditions that impact their education. There is often a **lack of will** to prioritise minority education and consistently pursue initiatives to improve their education, given municipal officials' responsibilities for the education of all children, especially the majority community. Both these limitations are affected by the minimal number of **municipal officials from minority communities**, especially from the Roma, Ashkali and Egyptian communities, which are only employed in the Municipal Community Office and almost never in the Municipal Directorate of Education. Municipal officials should **promote and support participation** of minority communities in all stages of education development, to improve the quality of education policies and initiative, including implementation and compliance, to **enhance government transparency and accountability**, and to empower members of minority communities to engage in the improvement of the education opportunities of their children. Towards this, participation at the municipal level should be achieved in the following ways.

Minority Representation in Education Institutions

Municipal officials should pursue the **employment of members of communities**, especially Roma, Ashkali and Egyptian communities, in all education institutions. As a first priority, staff members need to be recruited for the Municipal Directorate of Education to ensure it is adequately meeting the needs of communities. Thereafter, municipal officials should support school directors to recruit staff from these communities for **representation in their schools**. While the recruitment of community teachers is important, **qualification standards should not be compromised**. Rather, school assistants can be recruited from the Roma, Ashkali and Egyptian communities to assist teachers to meet the needs of the community. These initiatives are especially important now as the MDE will start initiatives to implement the *Strategy on the Integration of Roma, Ashkali and Egyptian Communities in Kosovo*, which will be more successful with **minority representation at all institutional levels**.

Municipal officials have previously used **poor language skills** and **education levels** among the Roma, Ashkali and Egyptian communities as grounds for not hiring representative members of staff, this should not be considered a valid cause for their exclusion. Rather, municipal officials should consider their inclusion as an opportunity to **know firsthand** about the challenges the communities face in education, while supporting **training opportunities** for the recruited officials to increase their capacity to engage in minority education. It should be understood that minority communities will trust the Municipal Government and schools more when their community is **adequately represented**, which will increase the enrolment and attendance of their children. Moreover, by seeing the **professional opportunities** available to their community, they will be more motivated to education themselves.

Cooperation with Civil Society Organisations

Municipal officials should promote the **inclusion of civil society organisations (CSOs)** in all stages of **decision-making** on policies and initiatives that target minority communities, especially for the *Strategy for the Inclusion of Roma, Ashkali and Egyptian Communities in Kosovo*. Moreover, **participation of community CSO's** should be ensured in **all education-related initiatives**, alongside those from the majority. Participation in policy-making can occur at four levels: sharing of

information; consultation; dialogue; and partnership with shared responsibilities; which should all be encouraged as appropriate.

Sharing of information should be an ongoing process with a clear system in place, through which the Municipal Government **regularly informs community civil society** organisations about developments that impact minority education. For the Strategy, this would include the provision of the national and municipal Strategy and action-plan to community CSO's in their languages; **advertising opportunities** to engage in the drafting, implementation and monitoring of the Strategy; and providing information on the impact and outcomes of the Strategy.

Consultation with civil society organisations should be requested while **setting the municipal agenda** for minority education; **drafting of municipal policies**, strategies and action-plans on minority education; and **setting procedures** for implementation and monitoring, with **community inputs being respected** and taken into consideration. **Consultation** is essential to the drafting of the Municipal Strategy and Action-Plan and should be initiated by the municipal officials, to ensure that the municipal strategy and action-plan reflect the local needs of the communities.

Dialogue should be established on both a broad and collaborative basis. A **broad dialogue**, which would enable **discussion on all issues** in minority education, should be promoted between the MDE, MCO and community civil society organisations active on education issues. This would provide a **forum to identify areas for new policies** or initiatives, **identify the best methods for implementation** of existing initiatives and to assess implementation through monitoring. Such a dialogue could be formalised through the Municipal Communities Committee. **Collaborative dialogue** should also be support based on **specific issues or policies**, where civil society organisation can contribute to planning, support implementation, and provide **independent monitoring and reporting**. For the Strategy, a **forum or mechanism for collaborative dialogue** should be established to facilitate communication and cooperation between municipal officials and CSOs on all matters relating to the Strategy.

Lastly, **partnerships** should be established for the **implementation and monitoring of policies**, where CSOs share responsibilities with the Municipal Government. This can include CSOs providing **trainings, conducting awareness-raising activities** and **completing substantial research** on community concerns, as well as any activities

required to achieve policy objectives. The Municipal Government can support CSOs by **financing their activities** and providing sufficient information, assistance and general oversight to ensure all aspects of the policy are addressed. For the Strategy, effective partnerships between the Municipal Government and CSOs are essential for successful implementation. Municipal officials should aim to **build strong partnerships with community CSOs** who are able to contribute to all aspects of the strategy, promoting an **inclusive approach** at all levels.

Inclusion of Minority Parents

Municipal officials should, in cooperation with school directors, **take special measures to include minority parents** in the education of their children. When parents actively engage with their local school, they are more likely to ensure that their children **attend, participate and progress**. Members of minority communities should be specifically requested to **join school boards**, for schools with substantial minority communities. **Translation and interpretation** should be provided for parents that are not confident in the primary language of communication, in order to overcome any limitations to their engagement. This is especially applicable to the Roma community, who may speak Romani as mother-tongue and not be well-educated in the official languages. This will ensure that the **interests of minority communities are represented** in school functioning and activities, while **building trust** in the schools among minority communities and **combating prejudice and discrimination**.

Beyond the school boards, efforts should be made for **teachers and school officials to regularly communicate with parents** from minority communities, especially in cases of **poor performance or low attendance**. Municipal officials, school directors and teachers need to understand that **increased action** may be needed regarding minority communities to **raise parents' awareness** about the importance of education, **demonstrate the equal opportunities** provided to minority children and **build their trust** in the school environment. School directors should consider engaging part-time assistants from communities who can support teachers in **building communication** with parents, especially in cases of language barriers.

Reassessing 'Positive Discrimination'

While most municipal officials acknowledge that **'positive discrimination'** is not in minority children's best interests and is only a temporary measure, it remains the **primary approach** to improving minority education, especially in schools with teachers **tolerating absences** and **lowering standards**. Municipal officials need to ensure that school directors and teachers understand the challenges that minority communities face and the **potentially negative impact** the 'positive discrimination' has on their education. They should be encouraged to **think critically** and find new ways to improve the education of communities without undermining their inclusion in the education system and potential for success.

Municipal officials further need to develop a plan for the **elimination of 'positive discrimination'**. This should start by taking targeting action to resolve the problems that make a reduction in standards necessary. Instead of tolerating absence, schools should **increase their efforts to engage with parents** and encourage them to send their children to school. This may be best achieved by **engaging education officials from the communities** who can follow up on any increase in absence to identify the cause. Instead of accepting poorer academic performance, teachers, as well as CSOs, should **provide additional support** to struggling minority children, including homework help. This will enable the minority children to **achieve equal standards** to the majority community, without damaging their self-esteem through lowering standards. Such special support is especially important in the **first years of education**, as many minority children do not receive pre-primary education or home learning. Falling behind at this early stage is especially detrimental.

While these actions are taken 'positive discrimination' may be continued, but the aim is to **remove all lowering of standards**. Over time, tolerance of poor performance will be unnecessary and 'positive discrimination' can be ended. At the same time, changes take time and special enrolment procedures may be needed for awhile, as the education levels of parents increase. However, once children are enrolled, the education system should find ways to **promote their success, not to tolerate their failure**, at all stages. **Scholarships**, on the other hand, remain essential for some minority communities, as well as all children in poor economic conditions, to ensure that the family can support the **financial burdens** of education.

Active de-segregation

Many minority communities experience **de facto segregation**, due to cultural and linguistic **boundaries**, real or perceived **prejudice** and **animosity** and **differences in socio-economic conditions**. For children, schools provide the primary opportunity to interact with other communities and **build cross-community friendships**. However, segregation between communities is occasionally formally and often informally maintained within school interactions. Municipal officials need to ensure that school directors and teachers not only prevent any direct segregation in classrooms, but **promote inter-community activities** and dialogue.

Children from the Roma, Ashkali and Egyptian communities have often been placed in classes with **only minority community members** at their time of enrolment and remained divided accordingly as they progress. School directors have justified this division as the result of **late enrolment** after classes have already been divided. However, there are no restrictions that prohibit the **restructuring of classes** and no child should be placed in a segregated class for any reason. Such a division **increases the likelihood of discrimination** and **negatively impacts** minority children's **self-esteem** and **development**. Municipal officials should ensure that all school directors de-segregate all divided classes before the next school year.

Municipal officials should further encourage school directors and teachers to organise specific activities aimed to **promote positive inter-ethnic dialogue** and cooperation. This is especially important at **multi-lingual** and **multi-curricula schools**, but should be incorporated at all schools with minority pupils. These can be direct activities, such as **promotion of cultural awareness** through story-telling, music or art exchanges, or indirect, such as **extracurricular** sports events with integrated teams. The specific activities can be determined by the schools, or even the pupils, but should aim to **break down barriers between communities**.

Teacher 'Sensitivity' Training

The persistence of 'positive discrimination' and segregation in schools shows a **lack of understanding** of the real needs of the communities among school directors and teachers. This leads schools to frequently address minority education in ways that actually **exacerbate the challenges** faced by minority communities. School directors

and teachers are accordingly in great need of **sensitivity** and **awareness training**, especially specific to Roma, Ashkali and Egyptian communities who are primarily taught in majority community schools. Municipal officials, in cooperation with civil society organisations, should provide all schools directors and teachers with trainings on minority communities, aimed to increase their understanding of the **historic and cultural identity** and **community situation** affects the academic performance of minority communities. The trainings should be **proactive**, considering how teachers can incorporate the distinct needs and interests of minority children in their teaching and **promote tolerance and integration** between all communities.

Annex 1: Education and Minority Rights Web Links

International Standards

➤ **Council of Europe’s Framework Convention for the Protection and Promotion of National Minorities**

The *Council of Europe’s Framework Convention for the Protection of National Minorities* stipulates that any form of discrimination on the grounds of belonging to a national minority shall be prohibited. In addition, states shall promote full and effective equality and therein take due account of the specific conditions of persons belonging to national minorities. The Convention further states that every person belonging to a national minority shall have the right to freely choose to be treated or not to be treated as a member of a minority community.

With regard to education, the Convention stipulates that states shall promote equal opportunities for access to education at all levels for members of national minority communities. States shall recognise the right of national minority communities to set up and manage their own private schools. Furthermore, the Convention recognises the right of persons belonging to national minorities to learn their own language. In areas inhabited by persons belonging to national minorities traditionally or in substantial numbers, if there is sufficient demand, the State shall ensure that those minorities have adequate opportunities for being taught the minority language or for receiving instruction in this language. However, this does not preclude the state from requiring members of minority communities to learn the official language.

Finally, the Convention sets out that States shall, where appropriate, take measures in the fields of education and research to foster knowledge of the culture, history, language and religion of their national minorities and of the majority community. In this context, States shall provide adequate opportunities for teacher training and access to textbooks, and facilitate contacts among students and teachers of different communities.

- Albanian: http://www.coe.int/t/dghl/monitoring/minorities/1_AtGlance/PDF_Text_FCNM_sq.pdf
- Serbian: http://www.coe.int/t/dghl/monitoring/minorities/1_AtGlance/PDF_Text_FCNM_sr_cyrillic.pdf
- Bosnian: http://www.coe.int/t/dghl/monitoring/minorities/1_AtGlance/PDF_Text_FCNM_bs.pdf
- Romani: http://www.coe.int/t/dghl/monitoring/minorities/1_AtGlance/PDF_Text_FCNM_rom.pdf
- Turkish: http://www.coe.int/t/dghl/monitoring/minorities/1_AtGlance/PDF_Text_FCNM_tr.pdf
- English: <http://conventions.coe.int/Treaty/en/Treaties/Html/157.htm>

➤ **International Convention on the Elimination of all Forms of Racial Discrimination**

The *International Convention on the Elimination of all Forms of Racial Discrimination* prohibits discrimination on terms of race, colour, descent, or national or ethnic origin. It especially mentions the elimination of racial discrimination in education and

training.

- Albanian: <http://www.unmikonline.org/regulations/unmikgazette/03albanian/Ahri/AConEliminationRacialDiscrimination.pdf>
- Serbian: <http://www.unmikonline.org/regulations/unmikgazette/04serbian/SChri/SCintconeliminationracialdiscrimination.pdf>
- Bosnian: <http://www.unmikonline.org/regulations/unmikgazette/05bosniak/BRacialdiscrimination.pdf>
- Turkish: <http://www.unmikonline.org/regulations/unmikgazette/06turkish/TConEliminationRacialDiscrimination.pdf>
- English: <http://www2.ohchr.org/english/law/pdf/cerd.pdf>

➤ **United Nation's Convention on the Rights of the Child**

The *International Convention on the Rights of the Child* recognises a right to education free of discrimination on reasons of ethnic origin or nationality. States shall make education available and accessible to every child, and take measures to encourage regular attendance and reduce drop-out rates.

- Albanian: <http://www.unmikonline.org/regulations/unmikgazette/03albanian/Ahri/AConRightsChild.pdf>
- Serbian: <http://www.unmikonline.org/regulations/unmikgazette/04serbian/SChri/SCconrightschild.pdf>
- Bosnian: <http://www.unmikonline.org/regulations/unmikgazette/05bosniak/BConrightsChildren.pdf>
- Turkish: <http://www.unmikonline.org/regulations/unmikgazette/06turkish/TConRightsChild.pdf>
- English: <http://www2.ohchr.org/english/law/crc.htm>

Kosovo Legislation

➤ **Official Kosovo Gazette**

- Albanian, Serbian, Bosnian, Turkish, English: <http://www.gazetazyrtare.com/>

➤ **Constitution of the Republic of Kosovo**

The *Constitution of the Republic of Kosovo* enshrines the right to free basic education and states that public institutions shall ensure equal opportunities in education for everyone in accordance with their specific abilities and needs (Art. 47). It further establishes the right of communities and their members (Art. 57-62), which include freedom from discrimination, the right to preserve their culture and identity, the right to receive education in one of the official languages of Kosovo of their choice, and to receive pre-school, primary and secondary public education in their own language to the extent prescribed by law, the right to establish and manage their own private educational facilities, for which public financial assistance may be granted according to the law.

- Albanian: <http://www.kushtetutakosoves.info>
- Serbian: <http://www.ks-gov.net/gazetazyrtare/Documents/Ustav%20Republike%20Kosovo%20Serbisht.pdf>
- Bosnian: <http://www.ks-gov.net/gazetazyrtare/Documents/Ustav%20Republike%20Kosovo.bosanski.pdf>
- Turkish: <http://www.ks-gov.net/gazetazyrtare/Documents/Kosova%20Cumhuriyeti%20Anayasasi.pdf>

- English: <http://www.ks-gov.net/gazetazyrtare/Documents/Constitution%20of%20the.Republic%20of%20Kosovo-1.pdf>

➤ **Law on the Use of Languages**

According to the *Law on the Use of Languages*, the official languages of the Republic of Kosovo are the Albanian and Serbian languages, along with their respective alphabets. In addition, in municipalities where a minority community constitutes at least 5 % of the population, the language of this community shall be accorded the status of an official language. In Prizren Municipality the Turkish language is considered an official language as well. Finally, in municipalities where a community constitutes at least 3% of the population, or its language has been traditionally spoken in the municipality, the community language can become a language in official use in that municipality.

The *Law on the Use of Languages* regulates that every person has the right to choose, and to choose for their children, their preferred official language of instruction. Special provisions shall be made by the municipalities to ensure appropriate teaching in that chosen official language (Art. 19). In addition, members of communities whose mother tongue is not an official language have the right to receive instruction in their mother tongue (Art. 20). In primary and secondary school, students receiving education in a language which is not an official language must also study one of the official languages of their choice (Art. 21). Pupils have the right to have their school records kept, and reports and certificates issued, in their mother tongue, in addition to the official languages (Art. 24.3). Furthermore, the right to establish private educational institutions with instruction in a language of one's own choice is guaranteed (Art. 22).

- Albanian: <http://www.ks-gov.net/gazetazyrtare/Documents/Microsoft%20Word%20-%20LIGJI%20per%20perdorimin%20e%20gjuheve%20%20shqip.pdf>
- Serbian: <http://www.ks-gov.net/gazetazyrtare/Documents/serbisht-28.pdf>
- Bosnian: <http://www.ks-gov.net/gazetazyrtare/Documents/bosnian-32.pdf>
- Turkish: <http://www.ks-gov.net/gazetazyrtare/Documents/turkish-56.pdf>
- English: <http://www.ks-gov.net/gazetazyrtare/Documents/T-Ligji%20per%20perdorimin%20e%20gjuheve-anglisht.pdf>

➤ **Law on the Protection and Promotion of the Rights of Communities and their Members**

The *Law on the Protection and Promotion of the Rights of Communities and their Members in Republic of Kosovo* includes some relevant provisions regarding the field of education. For example, it states that “All persons belonging to communities shall have the right to receive public education at all levels in one of the official languages of Kosovo of their choice. Persons belonging to communities are entitled to pre-school, primary, and secondary public education in their own language, even if it is not an official language.” (Art. 8.1) The government of Kosovo may establish thresholds for establishing classes or schools operating in a minority language, but the minimum threshold shall be lower than the normal thresholds for opening up classes. In municipalities where the threshold is not met, the government has to offer

an alternative, for example subsidized transportation to a school in another area. Furthermore, all students who are educated in a language that is not one of the official languages of Kosovo are obliged to learn an official language of Kosovo, so that they have equal opportunities to progress to higher education (Art. 8.10). Members of communities are guaranteed equal access to higher education by the Government, which is under an obligation to establish “special measures” to ensure the admission of candidates from community schools to higher and university educational institutions (Art. 8.11).

The Law further regulates that the national educational curriculum of Kosovo must cover “the history, culture and other attributes of communities traditionally present in the country, with the aim of fostering a spirit of respect, understanding and tolerance among all communities in Kosovo” (Art. 8.12). Schools that teach in the Serbian Language may apply curricula or textbooks developed by the Ministry of Education of the Republic of Serbia upon notification of MEST (Art. 8.5). Educational establishments operating in a minority language can design their own school programs, which have to comply with the overall framework of the integrated curriculum and meet standards of achievements stipulated by the Government (Art. 8.7). The Government of Kosovo shall ensure that enough qualified teachers are available (Art. 8.8).

- Albanian: <http://www.ks-gov.net/gazetazyrtare/Documents/shqip-3.pdf>
- Serbian: <http://www.ks-gov.net/gazetazyrtare/Documents/serbisht-112.pdf>
- Bosnian: <http://www.ks-gov.net/gazetazyrtare/Documents/bosnian-122.pdf>
- Turkish: <http://www.ks-gov.net/gazetazyrtare/Documents/serbisht-112.pdf>
- English: <http://www.ks-gov.net/gazetazyrtare/Documents/anglisht-75.pdf>

➤ **Law on Education in the Municipalities**

The *Law on Education in Municipalities* regulates in detail the competencies of each central institution, as well as the competencies and responsibilities of municipalities in the education sector. The competencies of municipalities in the field of education are listed in Art. 5. They include construction of educational facilities, registration and admission of students, employment of teachers and other school personnel, selection of the Director, licensing of educational institutions, training of educators and other staff, supervision, and inspection and reporting on the education process. Teachers may only be employed by municipalities if they meet the criteria established by law. For this purpose, MEST should establish a list of licensed teachers. Municipalities may only register and employ candidates from this list. The licensing system shall give particular consideration to the needs of minority communities.

Municipalities have the competency to create conditions for providing educational services in the Serbian language. Schools teaching in Serbian language may apply curricula and textbooks developed by the Ministry of Education of Serbia, as long as the MEST is notified. In the event that MEST raises an objection to the application of a Serbian curriculum or textbook, the matter shall be referred to the Independent Commission for Review of Serbian-Language Teaching Materials to review whether the curriculum/Textbook is in conformity with the Constitution of Kosovo and the applicable legislation. Municipalities are entitled to cooperate with other

municipalities and authorities, including municipalities and institutions in the Republic of Serbia, in the education sector.

- Albanian: http://www.gazetazyrtare.com/e-gov/index.php?option=com_content&task=view&id=155&Itemid=56
- Serbian: <http://www.ks-gov.net/gazetazyrtare/Documents/serbisht-122.pdf>
- Bosnian: <http://www.ks-gov.net/gazetazyrtare/Documents/bosnian-132.pdf>
- Turkish: <http://www.ks-gov.net/gazetazyrtare/Documents/turkish-153.pdf>
- English: <http://www.ks-gov.net/gazetazyrtare/Documents/anglisht-85.pdf>

➤ **Law on Local Government**

According to *Law on Local Government*, municipalities have own competences for the “provision of public pre-primary, primary and secondary education, including registration and licensing of educational institutions, recruitment, payment of salaries and training of education instructors and administrators” (Art. 17). Additionally, the municipality of Mitrovicë/ Mitrovica North has enhanced competences for the provision of higher education, including registration and licensing of educational institutions, recruitment, payment of salaries and training of education instructors and administrators.

- Albanian: http://www.gazetazyrtare.com/e-gov/index.php?option=com_content&task=view&id=147&Itemid=56
- Serbian: <http://www.ks-gov.net/gazetazyrtare/Documents/serbisht-113.pdf>
- Bosnian: <http://www.ks-gov.net/gazetazyrtare/Documents/bosnian-123.pdf>
- Turkish: <http://www.ks-gov.net/gazetazyrtare/Documents/turkish-144.pdf>
- English: <http://www.ks-gov.net/gazetazyrtare/Documents/anglisht-76.pdf>

➤ **Law on Gender Equality**

According to the *Law on Gender Equality*, the “equal right to education must be provided for females and males in all levels of education to ensure their equal active participation in the society, family and the labor market.” (Sect. 13) The law specifies that gender equality should be ensured in all components of the education system, including access to education, the preparation and implementation of curriculum and teaching materials, and participation in sports and leisure activities during educational hours. Further provisions guarantee equal access to professional training and prohibits all forms of gender discrimination.

- Albanian: http://www.ks-gov.net/gazetazyrtare/Documents/Microsoft%20Word%20-%20Ligji%20per%20barazi%20gjinore%20-shqip_.pdf
- Serbian: <http://www.ks-gov.net/gazetazyrtare/Documents/serbisht-44.pdf>
- Bosnian: <http://www.ks-gov.net/gazetazyrtare/Documents/bosnian-50.pdf>
- Turkish: <http://www.ks-gov.net/gazetazyrtare/Documents/turkish-72.pdf>
- English: <http://www.ks-gov.net/gazetazyrtare/Documents/anglisht-11.pdf>

➤ **Law on Anti-Discrimination**

The *Law on Anti-Discrimination* prohibits discriminations against “any person or persons, based on sex, gender, age, marital status, language, mental or physical disability, sexual orientation, political affiliation or conviction, ethnic origin, nationality, religion or belief, race, social origin, property, birth or any other status”. (Art. 2) It further guarantees fair representation of members of Kosovo’s communities in employment in all public bodies and equal access to education without discrimination based on the criteria listed above.

- Albanian: http://www.ks-gov.net/gazetazyrtare/Documents/Microsoft%20Word%20-%20Ligji%20kunder%20diskriminimit%20_shqip_.pdf
- Serbian: <http://www.ks-gov.net/gazetazyrtare/Documents/serbisht-43.pdf>
- Bosnian: <http://www.ks-gov.net/gazetazyrtare/Documents/bosnian-49.pdf>
- Turkish: <http://www.ks-gov.net/gazetazyrtare/Documents/turkish-71.pdf>
- English: <http://www.ks-gov.net/gazetazyrtare/Documents/english-56.pdf>

➤ **Law on Pre-School Education**

The *Law on Pre-School Education* states that education shall be based on equality and inclusion. The law regulates that pre-school education shall be carried out in the Albanian language, and places of mixed population shall be provided in minority languages as well.

- Albanian: http://www.ks-gov.net/gazetazyrtare/Documents/Microsoft%20Word%20-%20Ligji%20mbi%20edukimin%20parashkollor%20_shqip_.pdf
- Serbian: http://www.ks-gov.net/gazetazyrtare/Documents/serbisht_.pdf
- Bosnian: <http://www.ks-gov.net/gazetazyrtare/Documents/bosnian-2.pdf>
- Turkish: <http://www.ks-gov.net/gazetazyrtare/Documents/turkish-9.pdf>
- English: http://www.ks-gov.net/gazetazyrtare/Documents/english_.pdf

➤ **Law on Adult Education and Training**

The *Law on Adult Education and Training* stipulates that adult learners have the right to be treated equally without discrimination on grounds of, inter alia, ethnicity.

- Albanian: http://www.ks-gov.net/gazetazyrtare/Documents/Microsoft%20Word%20-%20Ligji%20per%20arsimin%20dhe%20aftesimin%20e%20te%20rriturve_shqip_.pdf
- Serbian: <http://www.ks-gov.net/gazetazyrtare/Documents/serbian-12.pdf>
- Bosnian: <http://www.ks-gov.net/gazetazyrtare/Documents/bosnian-5.pdf>
- Turkish: www.ks-gov.net/GazetaZyrtare/document/turkce/turkce_02.pdf
- English: <http://www.ks-gov.net/gazetazyrtare/Documents/english-27.pdf>

➤ **Law on Publishing School Textbooks, Educational Teaching Resources, Reading Materials and Pedagogical Documentation**

The *Law on Publishing School Textbooks, Educational Teaching Resources, Reading Materials and Pedagogical Documentation* regulates the details of drafting, printing and approving school books and other materials. For example, school textbooks and other materials are not allowed if they make propaganda against Kosovo that violates human rights and gender equality and that incite political, national, and religious hatred.

- Albanian: http://www.ks-gov.net/gazetazyrtare/Documents/Microsoft%20Word%20-%20LIGJI%20per%20botimin%20e%20teksteve%20shkollore%20_shqip_.pdf
- Serbian: <http://www.ks-gov.net/gazetazyrtare/Documents/serbisht-26.pdf>
- Bosnian: <http://www.ks-gov.net/gazetazyrtare/Documents/bosnian-31.pdf>
- Turkish: <http://www.ks-gov.net/gazetazyrtare/Documents/turkish-55.pdf>
- English: <http://www.ks-gov.net/gazetazyrtare/Documents/Ligji%20per%20botimin%20e%20teksteve%20shkollore-anglisht%201.pdf>

➤ **Law on Final Exam and State Matura Exam**

The *Law on Final Exam and State Matura Exam* sets the content, conditions, and procedures of the Final State Matura Exam in Kosovo. It establishes that all candidates should sit the exam at the same time and under the same conditions,

except for candidates with special needs, who will sit the exam under conditions specific to their needs. It established mother-tongue language, English language and mathematics and the core general subjects of the Matura exam.

- Albanian: <http://www.ks-gov.net/gazetazyrtare/Documents/shqip-31.pdf>
- Bosnian: <http://www.ks-gov.net/gazetazyrtare/Documents/bosnian-197.pdf>
- Serbian: <http://www.ks-gov.net/gazetazyrtare/Documents/serbisht-195.pdf>
- Turkish: <http://www.ks-gov.net/gazetazyrtare/Documents/turkish-219.pdf>
- English: <http://www.ks-gov.net/gazetazyrtare/Documents/english-69.pdf>

➤ **Law on Inspection of Education**

The Law on Inspection of Education provides MEST with the task to establish an executive body to inspect the work of educational institutions and the education process. It gives this body the responsibility, among others, to report any instances where schools do not act in accordance with the law and no action is taken to rectify the situation.

- Albanian: http://www.ks-gov.net/gazetazyrtare/Documents/Microsoft%20Word%20-%20Ligji%20per%20inspektoriatin%20e%20arsimit%20_shqip_.pdf
- Serbian: <http://www.ks-gov.net/gazetazyrtare/Documents/serbisht-38.pdf>
- Bosnian: <http://www.ks-gov.net/gazetazyrtare/Documents/bosnian-47.pdf>
- Turkish: <http://www.ks-gov.net/gazetazyrtare/Documents/turkish-65.pdf>
- English: <http://www.ks-gov.net/gazetazyrtare/Documents/english-53.pdf>

Strategies for Minority Education

➤ **Strategy for the Integration of Roma, Ashkali and Egyptian Communities in Education 2007 – 2017 with corresponding work plan for 2009 – 2015**

With the purpose of improving services in the education sector and fostering integration of communities, a number of strategies have been developed. One of these is the *Strategy for the Integration of Roma, Ashkali, and Egyptian Communities in Education 2007-2017*, together with the corresponding work plan for 2009-2015. Its overarching goal in the sector of education is to establish a qualitative and inclusive education system, based on fairness, equality and respect for diversity that contributes to the integration of the Roma, Ashkali and Egyptian communities in Kosovo society. The work plan aims to significantly improve the quality of education and participation of Roma, Ashkali and Egyptians, prevent discrimination and segregation, establish cooperation between relevant institutions and organisations, and increase awareness on the need to take action to improve the education of members of the Roma, Ashkali and Egyptian communities.

- Albanian: http://www.mashtgov.net/advCms/documents/Strategjia_Shqip_07017.pdf
- Serbian: http://www.masht-gov.net/advCms/documents/Strategjia_Srpski_07017.pdf
- English: http://www.masht-gov.net/advCms/documents/Strategy_English_07017.pdf

➤ **Strategy for the Development of Pre-University Education in Kosovo 2007 – 2017**

The *Strategy for Development of Pre-University Education in Kosovo 2007-2017* aims at building an inclusive education system, with quality education and training for all individuals. The strategic objectives to be accomplished through this strategy are:

- Quality and efficient governance, leadership, and management of the system of education,
- A functional system for providing quality learning, based on standards comparable to those of developed countries,
- All-inclusiveness, equity, and respect for diversity in education,
- An effective system of in-service training of the teaching staff,
- An adequate and healthy physical environment for teaching and learning,
- A sustainable connection of education with general social and economic developments, and
- Advancing the material situation in education
 - Albanian: http://www.masht-gov.net/advCms/documents/Strategjia_per_zhvillimin_e_arsimit_parauniversitar_ne_Kosove.pdf
 - Serbian: http://www.masht-gov.net/advCms/documents/Strategjia_za_razvoj_predun_verzitetskog_obrazovanja_na_Kosovu.pdf
 - English: http://www.masht-gov.net/advCms/documents/Strategy_for_Development_of_pre-university_education_in_Kosovo.pdf

➤ **Strategy for the Development of Higher Education 2005 – 2015**

MEST adopted a *Strategy for Development of Higher Education 2005-2015* with the mission of developing an efficient system of higher education that will offer high quality education and research with equal opportunities for all. The objectives of this Strategy are:

- Elaborating and implementing a contemporary and all-inclusive education policy and finalizing the higher education legislation,
- Advancing management and coordination in higher education,
- Developing a quality management system of the higher education,
- Advancing the capacity for research and scientific work,
- Establishing mechanisms for the provision and efficient managing of financial resources for higher education development, and
- Development of a complete and functional higher education infrastructure .
 - Albanian: http://www.masht-gov.net/advCms/documents/MINISTRIA_E_ARSIMIT_Strategjia_e_AL_fund.pdf
 - Serbian: http://www.masht-gov.net/advCms/documents/MINISTRIA_E_ARSIMIT_Strategjia_serbisht.pdf
 - English: http://www.masht-gov.net/advCms/documents/Strategy_EN.pdf

Annex 2: References

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- Commission of the European Communities, “Kosovo (Under UNSCR 1244/99) 2008 Progress Report” available at http://ec.europa.eu/enlargement/pdf/press_corner/key-documents/reports_nov_2008/kosovo_progress_report_en.pdf
- Conference of INGOs of the Council of Europe, “Code of Good Practice for Civil Participation in the Decision-Making Process” available at http://www.coe.int/t/ngo/Source/Code_good_practice_en.pdf
- ECMI Kosovo, “Communities: Know Your Rights- A Booklet for Communities and Their Members” available at <http://www.ecmikosovo.org/fileadmin/ecmikosovo.tpl/pdf/Know%20Your%20Rights.pdf>
- ECMI Kosovo, “Education Advocacy for Minority Communities in Kosovo: A Guidebook for Civil Society” available at <http://www.ecmikosovo.org/fileadmin/ecmikosovo.tpl/pdf/10GuidebookCivilSocietyEducationAdvocacy.pdf>
- ECMI Kosovo, “Education for Minority Communities: Municipal Staff Capacity and Knowledge Gaps” available at <http://www.ecmikosovo.org/fileadmin/ecmikosovo.tpl/pdf/ECMIKosovoReportonMunicipalStaffCapacitiesforUNICEF.pdf>
- ECMI Kosovo, “Education for Minority Communities: The Role of Community NGOs in Municipalities” available at <http://www.ecmikosovo.org/fileadmin/ecmikosovo.tpl/pdf/ECMIKosovoReportonNGOsInMunicipalitiesforUNICEF.pdf>
- OSCE Mission in Kosovo, “Communities Rights Assessment Report” available at http://www.osce.org/documents/mik/2009/12/41986_en.pdf
- Tomasevski, Katarina, “Manual on Right-based Education: Global Human Rights Requirements Made Simple”, Collaborative project between the UN Special Rapporteur on the Right to Education and UNESCO Asia and Pacific Regional Bureau for Education, available at <http://unesdoc.unesco.org/images/0013/001351/135168e.pdf>

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