

Country Context Report for Kosovo

Literature review/mapping

In each box, please identify literature which addresses the following questions:

- Extent of stakeholder participation in schools in your country

Government and Local Authorities

From 1974-1989 the education system in the former-Yugoslavia was decentralized, and many important decisions were made at the level of municipality and school. In the nineties further devolution of responsibilities to schools took place as a result of the necessity to ensure the functioning of the system in very difficult circumstances. Following the takeover of responsibilities by UNMIK in 1999, the education system became quite centralized. This policy was embedded in systemic laws approved later by the Kosovo Parliament.

The Ministry of Education, Science and Technology (MEST) develops policies on all substantial aspects of education including curricula, teaching standards, professional qualifications and the examination system. It sets basic education standards for municipalities which are monitored regularly and aid the formulation of future policy. Moreover, the Ministry sets out the legal framework for governing administration and education at all levels of the system. It reviews the overall education budget and proposes budget allocations to municipalities according to pre-determined criteria.

Regional Education Development Offices (REDOs) are directly responsible to the MEST and oversee implementation of governmental policies in targeted municipalities. They develop policies for curriculum implementation, education standards and assessment at local level. REDOs monitor the performance of schools and ensure that teaching standards are maintained and improved. In all professional matters they offer advice and support to schools, teachers, parents and pupils.

Municipal Education Directorates (MEDs), appointed by municipal assemblies, ensure the provision of an efficient education infrastructure. This includes maintenance of school buildings, the provision of school transport, the equipment and the security of schools. Moreover, they administer municipal education budgets, employ education staff and oversee the management of individual schools in the municipality. They also provide advice and support to schools in all administrative and technical matters.

With exception of school directors, municipalities rather than schools are responsible for the employment of education and support staff in schools. According to the Law on Primary and Secondary Education in Kosovo, municipalities appoint, employ and pay education and support staff in schools, whereas the Ministry has the authority to regulate the way in which the municipalities hire, dismiss, promote and sanction staff. Moreover, it is the Ministry's task to ensure that the municipalities follow these rules and to intervene wherever this is not the case. In order to ensure the maximum transparency and objectivity, the Law reaffirms a committee based selection system which brings together representatives of the municipality, the Ministry, and the school in one committee, including, where applicable, the director, parents, and teachers. The school directors are appointed by the Ministry, following the recommendations of a locally established selection committee. In addition to three voting members in the

selection committee, a parent representative from the school concerned, elected from among the parents on the school board, and a teacher representative, elected from among the teachers on the school board, are present as non-voting committee members.

The municipalities are responsible for allocating funds to schools in their territory and for planning and administering such funds in a cost-effective way. In the long term it is expected that the school director and school boards will be responsible for a major part of spending on the school. Many school directors feel they have serious difficulties in managing the school budget, because of bureaucratic procedures and the not completely implemented devolution of financial responsibilities.

School Director

A central role of the school director is to organize and implement the curriculum, taking account of the legal requirement for teaching to be adapted to the abilities and aptitudes of the individual student. In addition to the national curriculum, the director is responsible for proposing the school-based curriculum which requires the approval of the Ministry, based on the recommendation of the Education Development Office. A director should keep the teachers informed of all relevant changes in either the national or school-based curriculum and make sure that all aspects of the curriculum are covered.

School Board

In order to base school autonomy on a participatory system, the Law on Primary and Secondary Education has introduced mandatory school boards for all schools in Kosovo. Created with the aim of increasing parental involvement and oversight, such boards were expected to become important pillars of the future school system. The school boards are made up of: three parent representatives, five teacher representatives, one pupil (in secondary schools only) and the school director as a non voting member. The school boards have power to co-opt additional representatives with no voting rights, taking account of the need to ensure that all communities with substantial numbers of pupils at the school, employers and representatives of the wider society are represented on the school board.

The school board has the right to receive and review regular reports on the management of the school and to express views on any matter relating to the school, or to primary and secondary education in the Municipality or in Kosovo as a whole. This includes being involved in writing the development plan for the school. However, the powers of the school board have important limits. Firstly, the Board works within the framework of the Law and the authority of the Ministry and the Municipality. Secondly, it must respect the right of the Director and other professional staff to autonomy in how they perform their tasks and how they run the school from day to day.

The Board has important rights and responsibilities. By Law it has the right to:

- draft school rules for the approval of the Municipality;
- elect one parent and one teacher representative to take part in the appointment of the director and teachers to the school;
- decide on the allocation of funds contributed to the school by parents and others outside the public budget;

- decide on extra-curricular activities.

In addition the School Board is entitled to be consulted about:

- the physical development of the school;
- school-based curricular matters;
- responses by the Municipality to any policy or consultative documents relating to education in Kosovo;
- dates of local holidays.

Staff

For a long time, the functioning of schools in Kosovo has been based on “corporate” responsibility of the staff for school performance. There are regular whole-staff meetings in schools where teachers discuss organizational and curriculum issues, but there are also lots of activities taking place in smaller groups consisting of subject teachers. The school directors are encouraged to delegate certain responsibilities to staff members, in order to develop corporate work practices. Typical responsibilities and tasks delegated to staff members are:

- Drawing up the timetable, allocating rooms/classes, ensuring supervision throughout the day;
- For each subject area, one teacher takes lead responsibility to keep up to date on curriculum and assessment and inform other teachers;
- Specialized teacher gives advice to the school, produces reports on special needs education at the school and liaises with parents;
- Extra-curricular activities.

Pupil Councils

School Boards in all secondary schools must establish a Pupil Council, with at least one representative for every class, elected by secret ballot. Its function is to work towards the improvement of the learning environment, working conditions and welfare interests of pupils and to make representations on these matters to the Director and School Board. The Director should draw up a draft constitution for the Pupil Council, along with rules for nomination and election of class representatives and procedures for meetings. Once established, the Pupil Council should be permitted to make representations to the School Board on any aspect of its procedures.

Parents’ Councils

Pursuant to the Law on Primary and Secondary Education, Kosovo Parents’ Committee for Education (KPCE) was established. The functions of the KPCE are to represent the interests of parents, make representation to the MEST on any aspect of primary or secondary education in Kosovo and be the main channel of communication and consultation between the Ministry and parents. One of the first recommendations of the KPCE was to establish parent councils in all primary and secondary schools in Kosovo.

Literature reference(s) including page or section numbers, and your BRIEF summary or comments

The Law on Primary and Secondary Education in Kosovo¹ provides legal base for participation of stakeholders in school (chapter 5). It defines the role of the school principal, Ministry of Education, municipal authorities, school councils and students' councils in school governance.

The Law on Vocation Education and Training² in Chapter 7 describes arrangements related to participation of stakeholders in decision-making.

The Law on Pre-School Education³ in article 10 sets forth basic provisions for stakeholder participation in decision making which need to be further elaborated by administrative instructions (bylaws).

A Stocktaking Research (Pupovci & Hyseni, 2002)⁴ provides an overview of interim arrangements for stakeholder participation in school decision making in the period 1999-2001 (pp. 10-12).

Another Stocktaking Research (Pupovci & Ilazi, 2004)⁵ focused on quality assurance in EDC, gives an overview of devolved responsibilities in the field of education (pp. 8-11).

Handbook on Municipal Education Governance⁶ provides elaborate recommendations on involvement of stakeholders in school decision making (part 4, pp. 54-80).

- Mapping existing initiatives seeking to improve stakeholder participation in schools in your country

Introduction

Traditionally, people in the community such as the parents of children attending the school often make contributions to meet the costs of repairs, rebuilding and equipment for schools, or for extra activities such as school excursions or sports activities. These contributions are voluntary. However, it is evident that in the post-conflict period the contribution of the community to the school has significantly declined.

In the post-conflict period there were numerous aiming at increasing the role of stakeholders in school-decision making, three of them calling for special mention:

- School Development Planning

¹ "Law on Primary and Secondary Education 2002/19," 2002, http://www.unmikonline.org/regulations/unmikgazette/02english/E2002regs/RE2002_19.pdf.

² "Law on Vocational Education and Training No. 02/L-42," 2006, http://www.see-educoop.net/education_in/pdf/RE2006_24_ALE02_L42.pdf.

³ "Law on Pre-School Education No. 02/L-52," 2006, http://www.see-educoop.net/education_in/pdf/RE2006_11_ALE02_L52.pdf.

⁴ D. Pupovci and H. Hyseni, "Policy on Education for Democratic Citizenship and the Management of Diversity in Southeast Europe – Stocktaking Research Project, Country Report: Kosovo," 2002, http://www.see-educoop.net/education_in/pdf/edu_pol_demo_cit-yug-kos-enl-t05.pdf.

⁵ D. Pupovci and H. Ilazi, "Project Education For Democratic Citizenship : From Policy to Effective Practice Through Quality Assurance (EDC-QA Project), Stocktaking on quality assurance in education and EDC, Country Report: Kosovo," 2004, http://www.see-educoop.net/education_in/pdf/country-reports_kosovo_final.pdf.

⁶ *Handbook on Municipal Education Governance* (Prishtina: Ministry of Education, Science and Technology, 2002), http://www.see-educoop.net/portal/id_kosovo.htm.

- Parent-School Partnership
- Professional Development of Education Leadership

School Development Planning

With World Bank funding and technical advice, a system of decentralized financial administration and governance has been set up. This represents a substantial devolution of responsibility from the central Ministry down to municipalities and schools. Under the new system, schools enjoy increased administrative and financial autonomy. As a result, they are responsible for the planning and spending of their goods and services budgets, as well as for the development of some school based curricula. However, this does not always function in practice, and it could be said that the lines of authority are still being defined. It is assumed that the school budget will be based on a school development plan which sets out the aims and objectives of the school, but, in reality, the school budget is based on the number of students.

According to the Handbook on Municipal Education Governance “a school development plan should set out the aims and objectives of the school within the context of the law and the official curriculum, identify any long-term needs such as buildings or major equipment, decide on priorities according to the resources available. The draft plan should set targets for education and administration in the school, including timetables for necessary improvements. These targets should be sufficiently high to challenge the school, but not so high as to be out of reach. The plan should be reviewed annually as part of the process of ensuring continuous improvement in the work”.

The World Bank funded Education Participation Improvement Project (EPIP) implemented in the period 2003-2006 intended to provide financial incentives to schools in order to motivate the school management to engage in activities that help improve access and attainment. In order to achieve this, the EPIP worked through expert advice and training in strengthening local planning and management capacities and strengthen the role of school boards. A five day training program targeting leaders of the planning process was organized and followed by on-site consultancy offered by outreach officers in charge.

As municipalities receive a major part of the public budget allocated for education, the EPIP also focused on increasing their capacity to allocate and distribute operational funding in an efficient, timely and equitable manner. At the same time, the schools and their stakeholder communities, by involving local education authorities in their planning and implementation cycles, improved their capacity to follow their own budget entitlements at municipal level.

In course of 3 years more than a half of Kosovo’s primary and secondary schools benefited from this Project. In this Project, school development planning was one of the most important concepts, being disseminated to participating schools and municipalities. All participating school were requested to prepare three-year rolling school development plans reflecting the needs of the communities they serve, and not merely the internal needs of the school. Therefore, the active participation of school boards in the planning process was crucial.

Further to school development plan, the participating schools were requested to develop a project proposal in order to address priorities defined by the school

development plan. The project proposals were initially evaluated at the level of the municipality, whereas final approval was given the School Grant Approval Board established by the Ministry of Education.

The World Bank has just launched the second phase of EPIP in order to focus on the improvement of the quality of education. On the other hand, the school development planning initiative has become one of the most important strategic measures for development of pre-university in Kosovo in the period 2007-2017. The Strategy for Pre-University Education in Kosovo describes the action in the following way:

“All pre-university education institutions in Kosovo must function based on their development plans drafted by these institutions, in cooperation with the community and local authorities. Clear procedures are determined for this purpose, which ensure broad participation in drafting of development plans and provide for monitoring of their implementation. The plan should serve as a basis for mid-term planning of education spending at the municipal and national level. Special attention should be paid to building of capacities for developmental planning at school, municipal, and regional level. This will be achieved through handbooks for developmental planning, through training programs, and by offering other kinds of professional assistance to entities involved in this process. Relevant monitoring capacities at the municipality and regional level will also be built.”

The Government planned a budget of around 700,000 EUR in the period 2007-2012 in order to support the development, implementation and monitoring of school development plans.

Parent-School Partnership

The Parent-School Partnership program was a civil society development initiative operated by Catholic Relief Services (CRS) in nine countries of southeastern Europe between 1996 and 2006. Variouslly stated – depending on where it was being implemented – the program sought to promote civic engagement in education through the creation of parent-school councils. Among the intended results of this engagement were improved school quality; local empowerment for pro-active problem solving; encouraging, practicing and supporting the acceptance of diversity within and between societies; and supporting democratic processes. Schools were selected for participation in the PSP program based on initial interviews by CRS staff with the school director and other relevant school officials. Once a school was identified, a series of meetings were held with community members to explain the program and mobilize interested people. Once formed, the PSC began an intensive schedule of trainings and seminars. Using skills from the trainings, the councils quickly identified and prioritized their immediate needs.

One of the key aspects of the capacity building process for the PSCs was the small grants program. This was a series of three annual grants given in amounts of declining value to the councils based on project proposals for school improvement submitted to and approved by CRS. For their part, PSCs were required to secure a local, matching contribution, the minimum level of which increased as the value of CRS' contribution declined. In reality, local contributions were often much higher than required; in many cases equaling a 100% match. CRS actively tried to foster networking and collaboration among the PSCs. This took a couple of different forms. Joint trainings and seminars were held for PSCs from the same or nearby communities.

Professional Development of Education Leadership

The Handbook on Municipal Education Governance recognizes the need for training the school administrators to successfully handle all administrative and technical tasks. The municipal education directorates are responsible for carrying out needs analysis, whereas training should be provided either by the Ministry or by the municipalities. However, this structure is not yet operational. Instead the responsibility for training school administrators has been assumed by independent and not-for-profit training providers.

Kosovo Educator Development Project (KEDP) developed an introductory 45-hour training program for school administrators to reflect the needs of school directors as identified in 2001. The Kosova Education Center (KEC) has developed a more comprehensive program of 140 hours that has more depth and breadth than the Introductory Program. Both programs are open to school administrators from primary and secondary schools in Kosovo, and attendance is valued in the appointment process. The comprehensive program contains modules related to stakeholder participation in school decision-making.

The National Strategy for Pre-University Education sets the following target: “until 2012 all managers of education institutions have got needed qualifications for quality leadership and management”. In order to achieve this target, the document sets the following measures:

- Analysis of development needs of human resources;
- Support and coordination of the development of programs for in-service training of education leaders and managers.
- Setting up of training mechanisms and capacities for quality governance, leadership and management.
- Capacity building for financial planning and management at the school level.

Literature reference(s) including page or section numbers and your BRIEF summary or comments

The World Bank funded Education Participation Improvement Project (EPIP) provides means for improving stakeholder participation in school decision making through its School Development Grants Component. The project itself is described in the

Project Appraisal Document⁷ and the Final Project Report.⁸

⁷ “The WB Report No. 25571 - Project Appraisal Document for Education Participation Improvement Project,” 2003, http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2003/05/13/000094946_03042604002460/Rendered/PDF/multi0page.pdf.

⁸ *The WB Report No. ICR000343 Implementation Completion and Results Report on Education Participation Improvement Project* (2007), http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2007/07/20/000310607_20070720094748/Rendered/PDF/ICR0000343.pdf.

Two handbooks and related instructions for ensuring participation of relevant stakeholders in the planning process at school level are developed within the framework of the project:

Handbook on School Development Planning⁹ and

Handbook on preparing School Projects.¹⁰

Kosova Education Center developed a comprehensive training program for schools administrators including the component of stakeholder participation in decision making. This is described in the Handbook for School Governance and Management.¹¹

Kosovo Education Development Program (KEDP) funded by the Government of Canada also had an important training component focused on school leadership.¹²

The Governmental Strategy for Development of Pre-University Education in Kosovo 2007-2017¹³ contains a number of measures related to the improvement of stakeholder participation in decision making, most of them relating to the strategic objective 1: (pp. 43-48).

An evaluation study commissioned by the Catholic Relief Services (CRS) describes the design and the main outcomes of the Parent-School Partnership Program.¹⁴

- Legal, regulatory, policy, financial obstacles/incentives to improving stakeholder participation in your country

Lack of institutions and programs for capacity building of central administration, lack of independent providers of training services, low community awareness on their role in institutional leadership, lack of relevant information and analysis on education and training needs, as well as the overt centralization of the system are considered to be aspects of governance which had caused relative politicization of education, restriction of school autonomy, traditional leadership educational institutions and the insufficient inclusion of community in the school issues, which had in return caused difficulties in leadership and management of education institutions (in spite of relative achievements and in spite of a gradual process of improvement identified in the strengths part of the analysis).

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

From legal and policy perspective there are no obstacles to increasing participation of stakeholders in school decision-making. In contrary, there are incentives for school in terms of anticipated support for implementing the school development plans drafted with wide participation of stakeholders. On the other hand, the Pre-University

⁹ H. Hyseni, *Handbook on School Development Planning (Albanian and Serbian)* (Prishtina: KEC, 2003).

¹⁰ D. Pupovci, *Planning School Projects (Albanian and Serbian)* (Prishtina: KEC, 2003).

¹¹ H. Hyseni et al., *Governance and Management in Education (Albanian)* (Prishtina: KEC, 2003).

¹² "Educator Development Program," <http://www.edprogram.ca/english/kedp.htm>.

¹³ "Strategy for the Development of Pre-University Education in Kosovo," 2007, http://www.see-educoop.net/education_in/pdf/StrategyDevelopPreUniversityEduc-DraftStrategyEnglish.pdf.

¹⁴ "The CRS Parent-School Partnership Program - Evaluation Case Study," 2006, http://crs.org/education/pubs/Edu200702_e.pdf.

Strategy explicitly encourages participation of stakeholders in decision making by means of the following strategic measure:

Measure 4.1.6.	<ul style="list-style-type: none">• Ensuring full participation and transparency in the decision-making process
Description:	<ul style="list-style-type: none">• MEST, REDO, MED, and education institutions will provide:<ul style="list-style-type: none">• Broad participation of all involved parties in the decision-making process by making school governing bodies more functional;• Full transparency in the decision-making process also through various events with participation of media and community;• Closer cooperation and coordination with the community and with the sector of local and international civil society on issues of schooling;• Teachers' field departments (for e.g. science department) are set up and empowered by assigning more responsibilities to chairs of these departments;• There is support in setting up of teachers' associations in subjects or groups of subjects (Association of Science Teachers of Kosovo, Association of Teachers of Mother Tongues of Kosovo etc.);• Committee of Parents of Education in Kosovo (CPEK) is made fully operational and its work is supported at all levels of the system.

Literature reference(s) including page or section numbers and your BRIEF summary or comments

Strategy for Development of Pre-University Education in Kosovo, pp. 19-22, 47
Napaka! Zaznamek ni definiran.

- Any key issues or factors which may affect level of stakeholder participation in your country, e.g. school type.

Despite disruptions caused by the conflict much of the school-level administrative and organizational culture established during the socialist period remained largely intact. In terms of school governance, the inheritance was a highly politicized form of organization. The appointment of school directors, for example, is strongly influenced by party politics. Whereas the Ministry of Education appoints school director, the municipalities are in charge with hiring teachers. This missing link between central and local level often creates misunderstandings with the school community. Traditionally, in rural areas the sense of ownership of the community towards the school is much stronger than in urban areas. Whereas in urban areas a school has

always been perceived as the property of the Government, in a rural area a school “belongs” to the community.

Interaction between students and teachers also bears the imprint of the previous system. The teacher is the central feature of the classroom and functions as the giver of knowledge, of which the students are expected to be passive and obedient recipients. However, significant efforts have been made to introduce the concept of child-centered classrooms in Kosovo schools.

It is clear that participation in school management and governance was traditionally restricted to approved and tightly controlled structures. This orientation carried over into the relationship between the school and the community. The school director and teachers were considered unquestioned authorities in the realm of education, and communication with students and parents flowed only one way. This distance between community members and governing structures exists throughout society and has been slow to change. Civil society and volunteerism are still largely foreign concepts, understood and practiced only by the few who have participated in newly-formed groups.

Literature reference(s) including page or section numbers and your BRIEF summary or comments

The CRS Parent-School Partnership Program - Evaluation Case Study^{Napaka! Zaznamek ni definiran.}, pp. 6-7

- Any information on the role of school principals in participation in your country

One of the first tasks of a school director is to begin consultations on drafting a school development plan. The draft plan should be discussed with parents, teachers, ancillary staff, pupils, representatives of the local community and particularly the School Board. Once approved, the Director should regularly refer to the development plan to ensure it is being achieved and recommend corrective action in the event of any shortfall in meeting the aims, objectives and targets.

The Director of the school is secretary of the School Board and is responsible for administering its affairs, including drafting the agenda in consultation with the chair, giving notice of meetings, taking minutes, conducting correspondence and preserving the minutes and reports of the Board. The Director reports to the Board on the activities and finances of the school and has the right to propose resolutions and contribute to debate, but not to vote.

In relation to parents, the Director is responsible to deal with their complaints related to the quality of teaching or facilities of the school. Schools should take positive steps to encourage the participation of parents by holding regular meetings in the school; sending home regular reports on their children’s progress; encouraging them to read to their children and help them with homework; making them welcome to visit the school or to help in the running of the school on a voluntary basis (for example, as classroom assistants); involving them in cases of indiscipline by their children and encouraging them to take a positive approach to school, including education for girls and for pupils with special educational needs.

Literature reference(s) including page or section numbers and your BRIEF summary or comments

The role of school principal is described in the following documents:

<p>The Law on Primary and Secondary Education in Kosovo^{Napaka! Zaznamek ni definiran.} (chapter 5).</p> <p>The Law on Vocation Education and Training^{Napaka! Zaznamek ni definiran.} (chapter 7).</p> <p>Handbook on Municipal Education Governance^{Napaka! Zaznamek ni definiran.} (part 4, pp. 54-77).</p>

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The WB Report No. ICR000343 Implementation Completion and Results Report on Education Participation Improvement Project. (2007). Retrieved from http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2007/07/20/000310607_20070720094748/Rendered/PDF/ICR0000343.pdf

Documents

Please attach electronic versions of all the documents (or document sections) you mention. If they are available in English, please only send and refer to the English versions. If not, please write a brief executive summary in English (of the relevant sections).

All documents can be retrieved from respective URL's with exception of the following three:

Hyseni, H. (2003). *Handbook on School Development Planning (Albanian and Serbian)*. Prishtina: KEC.

Abstract: *This is a manual containing steps that describe the process of school development planning. It particularly focuses on strategies for mobilizing the relevant stakeholders to produce a development document as an outcome of a participatory process.*

Hyseni, H., Mita, N., Salihaj, J., & Pupovci, D. (2003). *Governance and Management in Education (Albanian)*. Prishtina: KEC.

Abstract: *This guidebook represents a basic material for a 12 ECTS credit course on governance and management in education. This course has been provided by Kosova Education Center to more than 200 practicing educators all over Kosovo, most of them active education administrators. At least five out of 10 modules cover various aspects of stakeholder participation in school decision making.*

Pupovci, D. (2003). *Planning School Projects (Albanian and Serbian)*. Prishtina: KEC.

Abstract: *This is a step-by-step manual on participatory planning of school projects. It is based on a logical framework approach and contains all instructions necessary for successful completion of the planning process.*

If you have used a reference manager such as Zotero (www.zotero.org) or cite-u-like (www.citeulike.org), *please* also attach an export of your bibliography in RIS format.

Bibliography in RIS Format attached

Survey logistics

- Is it necessary/desirable to seek permission from relevant ministries to carry out interviews with school directors in your country?

NO.

- If so, have you done that?

N/A

- Are any other formal procedures necessary?

N/A

- If so, have you completed them?

N/A

- Have you access to a national list of all those public schools in your country which cover at least 1st -8th grades?

THERE IS NO SUCH A LIST ON A NATIONAL LEVEL, BUT WE CAN EASILY COMPILE ONE USING OUR DATABASE AND COLLABORATORS IN VARIOUS MUNICIPALITIES.

- If so, what data does this list include (name of principal, address and phone, urban/rural, school type?)

NAME OF PRINCIPAL, NAME OF THE SCHOOL, ADDRESS, PHONE, SCHOOL TYPE

- If not, will you be able to get it? Will you need help?

N/A