



EUROPEAN CENTRE
FOR MINORITY
ISSUES KOSOVO



Education Advocacy for Minority Communities in Kosovo:

A Guidebook for Civil Society

Funded by the United Nations Children's Fund



FOREWORD

This Guidebook 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, 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 and protection, contributing to the 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 Guidebook has also been informed by other publications and advocacy materials, which have been listed in the reference section.

Prishtinë/Priština, January 2010

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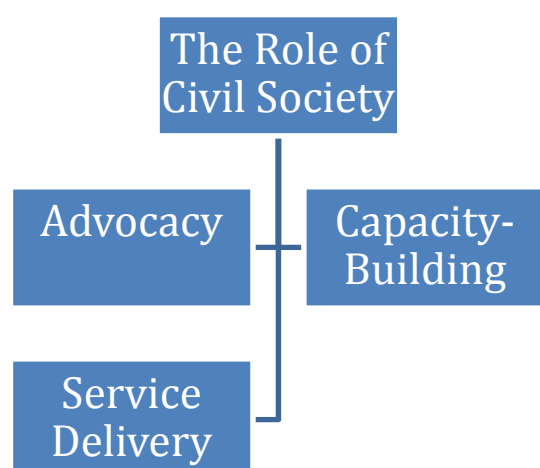
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Introduction

This Guidebook provides tools for civil society organisations to advocate for the rights and interests of minority communities in Kosovo, with a specific focus on **pre-university education for minority children**. These materials are intended to strengthen the capacity of civil society actors to pressure decision-makers to take action to improve minority education, **finding lasting and sustainable** solutions within the Kosovo education system for the challenges minority communities are facing.

Civil society is a vital component of any democratic society, providing oversight of state institutions and filling the gaps in services that the state cannot or will not manage. In considering education, three vital activities should be considered: advocacy, capacity-building and service delivery.



Advocacy aims to pressure decision-makers to find solutions to problems within the system, such as new policies or budget allocations. **Capacity-building** aims to increase the ability of decision-makers or stakeholders to address these problems, for example through trainings. **Service delivery** aims to fill gaps in the system by directly addressing problems outside that system.

Based on these activities, ECMI Kosovo conducted a needs assessment of civil society organisations in the pilot municipalities in early 2009, considering the challenges of minority education and the activities of civil society organisations in relation to the above categories. The assessment showed that, while civil society was overall very active in addressing issues of minority education, its activities focused primarily on capacity-building and service delivery.

For example, a key issue of high drop-out rates among minority students is addressed by offering extra classes, arranging meetings to inform parents on the importance of education, and arranging scholarships or stipends for minority families.

While these activities have a noticeable benefit on increasing minority attendance, they do not come from within the educational system and cannot ensure sustainability or lasting results. Far fewer activities focused on advocacy targeted at the relevant institutions encouraging these to take greater action to improve the education of minority students. It is that shortfall which this Guidebook is intended to address.

What is advocacy?

Advocacy is the process of drawing attention to an issue of concern in order to persuade those with decision-making powers in economic, political and social institutions to support a particular cause or course of action.

It is about influencing decision-makers to take action on behalf of those without power and suggesting how they can achieve this.

Advocacy is:

- Creating change where it is needed, that is where support is either insufficient or non-existent
- Reforming harmful or ineffective policies, laws or practices
- Ensuring that good policies, laws and practice are properly implemented and enforced

Advocacy goes beyond simple awareness-raising, and looks towards action-oriented strategies for negotiating concrete solutions. These elements combine to bring about real ***policy change*** that will improve the lives of your community.

Advocacy can address problems ranging from large-scale issues, such as amending discriminatory practices in legislation, to small-scale concerns, such as addressing discrimination faced by an individual. The key is not the target of the advocacy, but the process of pushing for action and negotiating solutions.

Advocacy aims to pressure decision-makers to find solutions to problems within economic, political or social systems and institutions, such as new policies or budget allocations.

Advocacy is NOT about complaining or just raising awareness, but about systematically pushing for change.

Why is education advocacy needed for minority communities?

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 communities continue to face significant challenges in their education.

Minority communities in Kosovo face some of the following challenges in education:

- Higher drop-out rates from school
- Lower attendance, especially among girls
- Lack of adequate textbooks in their own language
- Lack of qualified teachers from their own community
- Lack of parental involvement, often related to adult literacy
- Lower rate of success in matriculation exams
- Lack of equal opportunities to study in their own language

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. However, these authorities have either been slow or passively resistant in doing so. It is the role of civil society to apply pressure to the government to ensure that the rights enshrined in these laws are fully implemented and monitored.

While service delivery and capacity-building activities may have some impact, they will not of themselves be sufficient to overcome the challenges faced by communities, unless they are combined with systematic changes.

Moreover, as Kosovo moves forward in its development, **donor sponsorship** for civil society activities is likely to decrease, reducing the scale of service delivery and capacity-building activities.

As such, it is vital for civil society actors to increase their advocacy for minority education to ensure full implementation of the new legislation and the ongoing protection of the rights and interests of minority communities.

What is the role of the advocate?

An advocate has to find opportunities for **cooperation, negotiation** and **influence**, either in the public domain or behind closed doors. It is a **deliberate** process, so the advocate needs to have a clear plan of what problem he intends to address and how he will address it.

An effective advocate will be knowledgeable about the problems upon which s/he is focusing, and will be

Anyone can become a good advocate for minority education by learning about:

- Advocacy methods and skills
- Education and minority laws and regulations
- Education and minority institutions
- Available resources

systematic, patient and **persistent** in **pushing for change**. This can range from the careful handling of delicate and sensitive negotiations to the strong articulation of clear demands, and everything in between. An effective advocate must be able to read situations and adjust accordingly so ensure successful results. **Communication** is central to this process.

As someone who is advocating for change, you do not always have to take direct action but can also offer support or help bring together parties with a shared interest in generating change. An advocate will increase their chances of success if they offer **solutions, alliance** or **support**.

However, an advocate can also act in opposition and highlight missed opportunities. As an advocate, you need to think carefully about the best role you can play within your operating environment and work in a timely and professional manner, taking into account your image and that of the organisation you represent.

Who should use this Guidebook?

- Civil Society

This Guidebook is designed to be used by **civil society actors engaged in minority education issues in Kosovo**. However, advocacy is not limited to civil society organisations alone, especially in the context of education.

- Parents

Parents individually, or as a collective group, who are engaged in advocating for the education of their children, may use the Guidebook to enhance their position and strengthen their knowledge of advocacy.

- School Directors or Teachers

School Directors or Teachers may also decide to engage in advocacy, either to resolve particular issues or push for systemic change, and this Guidebook will provide them with a broad perspective.

- Parent—Teacher Associations

This Guidebook provides sufficient information for Parent—Teacher Associations to become further involved in education advocacy.

- Religious Bodies, Youth Networks, or International Organisations

Knowing the advocacy methods, skills, and education and minority laws and institutions presented in this Guidebook will assist any organisation willing to become involved in education advocacy.

As such, the goal of this Guidebook is to help any person or organisation that cares about the minority education of children.

Moreover, the toolkit provided by this Guidebook could be used for **any advocacy activities**, for example in the fields of health or social welfare, and for any target groups, either within or beyond Kosovo.

How should this Guidebook be used?

This Guidebook is designed to be both an informative tool and an ongoing reference for actors involved in minority education in Kosovo. The Guidebook is divided into **three main sections**: the six steps of advocacy, an explanatory example and annexes that provided further useful information and tools.

In the first section of the Guidebook, the six-step approach to advocacy is presented as a suggested framework for your advocacy activities. For each step, an overview is first provided, followed by specific elements to consider in completing the step. For each suggested actions, a relevant example is provided relating the advocacy to real education issues that could arise in Kosovo. These are aimed at clarifying the advocacy process. Following the examples, specific tips and information on Kosovo is provided when useful to assist you to plan your advocacy.

In the second section of the Guidebook, the six steps of advocacy are put into practice through one comprehensive example relevant to minority education. This is intended to show how the six steps work together to guide you through the planning and completion of your advocacy work.

In the annexes of the Guidebook, further tools and information are provided to support you in developing your own advocacy plan. Annex 1 provides blank templates for drafting your activities, based on the form used in the example in section 2, as well as a sample advocacy letter and advocacy visit check list. Annex 2 provides detailed information on minority and education rights and relevant organisations and institutions, including web links when available. Annex 3 acknowledges that materials and persons that have influenced and contributed to these materials.

ECMI recommends to **first review the six steps of advocacy** and then consider the put it in practice example. Should any questions arise during the six steps or example, proceed to the annexes for further information. After you are familiar with these materials, you may wish to **complete a practice advocacy plan** on an issue you are concerned with to familiarise yourself with the advocacy process, using the example as a guide. Then proceed to planning your advocacy work, referring back to this Guidebook to aid your organisation of activities and inform your action.

This Guidebook, as well as writable versions of the templates of Annex 1, are available on the ECMI Kosovo website www.ecmikosovo.org under 'Publications'

Six Steps to Successful Advocacy

Advocacy is most effective when it is well planned and follows a systematic approach. This Guidebook provides a **step-by-step process** to plan, implement and assess your advocacy actions. The six steps laid out below will increase the success of your advocacy by guiding you through the process as a whole.

It is important to note that **no step is ever finished**. As you progress, you will need to adjust to changes in the environment and to new information or experiences gained. As such, you should constantly **look back through steps** and consider any changes in direction that may be necessary.

Six Steps to Successful Advocacy

STEP 1: Identify the Problem and Solution



STEP 2: Set Your Objectives



STEP 3: Identify Your Target Audience



STEP 4: Plan Your Activities



STEP 5: Take Action and Follow Up



STEP 6: Monitoring and Evaluation

Step One: Identify the Problem and Solution

Advocacy begins with the **realisation that a problem** exists that you believe needs to be addressed, consideration of why the problem exists and who is affected by it, and the identification of what can be done to resolve it. The overall goal of your advocacy is to **contribute to the resolution of that problem** through the solution you have identified. Dedicating time and energy to researching and understanding the challenges that face your community will not only enable you to identify any meaningful and significant problems, but will ensure that all your activities are as effective as possible. Moreover, it will give you the opportunity to start building the relationships you will need to make a difference through your advocacy.

Identification of the problem:

A strong understanding of the problem you wish to address, be it small or large, grass-roots or high politics, urgent or ongoing, will greatly improve your ability to impact policy or programmes through advocacy.

Identifying the problems enables you to determine possible and desirable solutions, which will constitute the ultimate goal of your advocacy actions.

To identify the problem, you may wish to ask yourself the following questions:

- Who does this problem effect? Is it specific to one community or does it affect all communities?
- How frequently does the problem occur and how many people are potentially affected by it?
- What legislation, policies or strategies exist, at the central, municipal or local government levels, to address the problem?
- Are there gaps or inadequacies in implementation of the law that are causing the problem? Does the law fail to address the problem?
- Are there any other problems that are interrelated (eg, poverty, security,

Tools to Identify the Problem:

- Monitor the political, economic and social situation (through media, reports, events)
- Talk to people: community members, state officials, academics, other civil society actors
- Analyse data, statistics relevant to the community
- Build relationships with key leaders, decision-makers
- Study relevant laws, policies and strategies

politics)?

- Does this problem have additional negative or positive consequences for communities?
- Are there any risks related to involvement with this problem?
- How important is the problem to the communities you represent?
- What action has been taken to date to try and address this problem?
- Can something be done about this problem, is it solvable?

For civil society actors already active with communities and aware of the situation, identification of a problem may seem like an easy and obvious step. However, the problem to be addressed may not always be as clear as it appears at first. It is essential to look deeper than the obvious or apparent issues, as many observable problems may just be **symptoms of deeper problems**.

Advocacy will be most effective when it addresses the **root causes of a problem**, rather than just the symptoms. Any proposed solution will need to take into account the root cause, or multiple root causes, of a given problem.

For Example: Many children from Roma, Ashkali and Egyptian communities are not continuing to secondary school because they are unable to pass the entrance exam. However, poor exam performance is merely the observable result of a range of deeper problems, such as low attendance during primary school, lack of parental support and involvement, poor home study environment, financial difficulties and language barriers. Furthermore, these problems may be caused by poverty, cultural norms and insufficient implementation of relevant laws.

Identification of the solution:

Advocacy is about **negotiating solutions** to the problems you have identified, not merely bringing attention to, or complaining about, a problem.

There may be more than one solution to a given problem, but the key is to provide decision-makers with **clear and manageable steps** for addressing that problem, and then to apply pressure to ensure that they take those steps.

To identify the solution, you may wish to ask yourself the following questions:

- Have previous actions on this problem had any impact?
- What does the law say? Are there procedures in place for when the law is not implemented?
- Are you addressing the root of the problem, its effects, or both? To what extent?
- Is your solution realistic? What are the obstacles (political, financial, logistical)?
- Is your solution sustainable? What does it require for maintenance?
- Once the changes are implemented what will be the consequences for the communities you are representing? Will there be any side effects? Are there alternative solutions to consider?

Tools to Identify the Solution:

- Research what other advocates have done and consider their successes and mistakes
- Meet with officials from relevant institutions, assess their interests and capacity
- Collect data from the community and analyse trends
- Discuss the problem with community members and other civil society actors and stakeholders
- Present your solution to stakeholders and gather feedback

Advocacy aims to provide decision-makers with realistic solutions that they can implement effectively. As such, advocates should try to find solutions for problems within the **institutional system**, rather than dealing with the problem directly.

For Example: Using the previous example, you aim to improve the poor exam performance among students from the Roma, Ashkali and Egyptian communities by proposing solutions to some of the causal problems identified. For each problem, there are potential solutions both within the system and outside of it.

	Within System	Outside System
Financial difficulties	▪ Pressure the MDE or MCO to provide stipends to students	▪ CSOs provide stipends to families
Lack of parental involvement	▪ Pressure School Directors to hire minority officers to liaison with parents	▪ CSOs visits parents in the field to explain the importance of education
Language barriers	▪ Monitor the implementation of the <i>Law on Languages</i>	▪ CSOs provide extra courses in minority languages

These solutions, while just suggestions from a wide range of potential solutions, highlight the difference between advocacy and other activities undertaken by civil society representatives. Advocacy aims to ensure that the institutions responsible for minority education fully address their responsibilities and the existing problems; where as other activities address the problem directly.

What you need to know: education and minority rights

Advocacy is most effective when based on a strong **legal argument**. In Kosovo, a wide range of laws are in place that protect the rights of all children to an education, and specifically protect the rights and interests of minority communities within education and in society. This includes many important international instruments for minority and human rights that are directly applicable in Kosovo. Further, there are government strategies for education that impact directly upon minorities.



**What you
need to
know in
Kosovo**

Any advocate on community education in Kosovo should become an expert in the range of relevant **laws, instruments** and **strategies**. Given that many of these laws have only recently entered into force, government officials may not be fully aware of their new responsibilities with regard to minorities. It is the role of the advocate to **monitor the implementation of the rights** outlined in these documents to ensure that they are being properly implemented and respected. Should any gaps be observed, the advocate can then push for change with legal justification.

Accordingly, you should be familiar with the rights and obligations outlined in the following laws, instruments and strategies. Annex 2 provides the information and sources necessary to access the full versions of these documents.

International Standards

The following international standards are the most relevant to minority education and have been made directly applicable through articles 19 and 20 of the Constitution of the Republic of Kosovo.

- Council of Europe Framework Convention for the Protection of National Minorities
- United Nations Convention on the Elimination of All Forms of Racial Discrimination
- United Nation Convention on the Rights of the Child

Legal Framework in Kosovo

The following legal documents present the education and minority rights guaranteed in Kosovo. The dates of promulgation indicate that these are primarily new laws,

stemming from the Martti Ahtisaari *Comprehensive Proposal for the Final Settlement of Kosovo*, and as such there is a great need for all advocates to familiarise themselves with each document.

Essential:

- Constitution of the Republic of Kosovo (2008)
- Law on the Use of Languages (2008)
- Law on the Protection and Promotion of the Rights of Communities and their Members (2008)
- Law on Education in the Municipalities (2008)

Useful:

- Law on Local Government (2008)
- Law on Gender Equality (2004)
- Law on Anti-Discrimination (2004)
- Law on Pre-School Education (2006)
- Law on Adult Education and Training (2005)
- Law on Publishing School Textbooks, Educational Teaching Resources, Reading Materials and Pedagogical Documentation (2006)
- Law on Final Exam and State Matura Exam (2008)
- Law on Inspection of Education (2004)

Strategies for Minority Education

The following strategies have been developed by the Government to improve services in the education sector and foster integration of communities. These strategies provide specific goals for state institutions and a timeline to achieve them, supporting the implementation and protection of the rights referenced above.

- Strategy for the Integration of Roma, Ashkali and Egyptian Communities in Education 2007 – 2017 with corresponding work plan for 2009 – 2015
- Strategy for the Development of Pre-University Education in Kosovo 2007 – 2017
- Strategy for the Development of Higher Education 2005 - 2015

Step Two: Set your Objectives

As an advocate, your ultimate aim is to solve the problem you have identified. However, these problems are often large-scale, complex and not easily resolved. It is therefore important for an advocate to set **clear** and **achievable objectives** for their actions, whether this is one specific or several related goals. These objectives can contribute to solving a wider problem by addressing one particular component or as a first stage towards solving the problem, which can be built upon later.

Assess your capacity:

To set your objectives, you should first consider the capacity of your organisation. This will determine **what is achievable** in your advocacy efforts and ensure realistic objectives.

To determine your capacity, you may wish to ask yourself the following questions:

- What are the strengths of my organisation?
- What has my organisation achieved in the past?
- What has my organisation not been successful with in the past?
- What limitations could I face in addressing this problem?
- How much resources are available for my advocacy?
- How long do I plan to stay involved?
- What partners may be involved? What could they contribute?
- What opportunities could help my activity?
- What external factors could limit my success?

Tools to assess your capacity: SWOT ANALYSIS

S = Strength: consider the qualities and experiences of your organisation that will enable you to succeed in your advocacy

W = Weaknesses: consider the limitations of your organisation that could cause you to fail in your advocacy

O = Opportunities: consider what your organisation can realistically achieve through advocacy towards solving the problem identified

T = Threats: consider what external risks could limit your advocacy or hinder your success in meeting your goals

The answers to these questions should build a framework for setting your objectives, as you will be most successful when you **focus on your strengths** and on existing

opportunities. As such, it is essential to be honest and realistic about your own capacity and the external environment in which you operate.

For Example: You are part of a Roma non-governmental organisation that provides after-school courses for Roma students. You want to address the problem of low exam performance, which hinders Roma students from progressing to secondary school. For your SWOT analysis, you determine the following:	
<u>Strengths:</u> • Strong ties to community and awareness of their situation • Experience tutoring Roma children in primary school • Relations with potential tutors among Roma community	<u>Weaknesses:</u> • Weak relations with MDE in municipality • Limited financial resources • Experience limited to one geographical area
<u>Opportunities:</u> • RAE Strategy about to be implemented by municipalities and MDE • High donor interest in minority education • Decentralisation of education system introducing new legislation and rights	<u>Threats:</u> • Restricted budget for schools impacting staff and salary • Lack of will among municipal officials towards minority education • Curriculum revision process consuming time and resources of MEST and municipality

Determine your objectives:

At this stage, you have already collected most of the key information for determining your objectives: you have identified the problem you wish to address, you have considered the purpose and capacity of your organisation, and you have established your vision of change – the solution to the problem. Now you must decide which objectives, which **components of your vision of change**, you will focus on in your advocacy.

To determine your objectives, you may wish to ask yourself the following questions:

- Which part of my solution is the most important for the public? For my community?
- Which part of my solution will receive the most attention or support?
- What part of my solution can I achieve in the short-term? What will have the most immediate impact?
- What is a prerequisite for further steps? What must be done now?

- What will have the biggest impact? Highest visibility?
- What will strengthen the capacity, skills and position of my organisation?
- What is already being done by other organisations? How can I contribute to or compliment their activities?

Once you have considered these questions, you can decide on your advocacy objectives. As you familiarise yourself with the advocacy process, a simple format to start with is to choose one **overall aim**, which identifies

the part of the solution you will target. You can then identify three **specific objectives** that can be achieved within a six month to two-year period, which would contribute to the overall objective.

This will enable you to be **multi-dimensional** in your approach, while keeping your objectives simple enough to be pursued effectively and achieved within the given timeframe. Keep in mind that the objectives are not fixed, and should be subject to ongoing reassessment and modification. As such, objectives are malleable in accordance with the external circumstances, changing priorities or the impacts of the advocacy itself.

Tools to determine your objectives:

Change is multi-dimensional and your advocacy should be as well, considering the following:

Short term v. long term

Short term objectives increase interest in the advocacy and make change seem possible. Long term objectives relate short term victories to the larger vision.

Outward v. inward

Outward objectives consider people and institutions that have the power and authority to make changes. Inward objectives develop a strong grassroots group that can monitor the situation and hold the government accountable.

Multi-level

For outward objectives, consider the local, national and/or international level. For inward objectives, consider individuals, communities, organisations or civil society overall.

For Example: Based on the SWOT Analysis you completed for your organisation, you decide on the following:

Aim: To increase the number of Roma children able to pass the entrance exam to secondary school.

Objectives:

1. To change matriculation policy to allow for the consideration of classroom performance.
2. To have Roma tutors hired in primary schools with the highest number of Roma students.
3. To have schools offering exam preparation courses for minority students during the final year of primary school.

Set your performance indicators

Now that you have your objectives, you need to consider how to measure your success in achieving them. Performance indicators provide **reference points** for measuring your success and guiding your accomplishments. They identify what must be done in order to achieve your objectives and, as such, should be adequately considered and mapped during the planning of your advocacy action.

Performance indicators include the **measurable** and **observable** results of your activities, and their **impact** on bringing about a solution to your problem.

To determine your performance indicators, you may wish to ask yourself the following questions:

- How will you know that your objectives have been achieved?
- What are the necessary steps in achieving your objectives?
- What will be the direct results of your activities?
- What can you reasonably achieve towards your objectives? What is in the power of the decision-makers?
- How will your activities impact upon your community?
- How can you measure the success of your activities? Of your solution?

Once you have considered these questions, choose a number of performance indicators that will be the **focal points of your action**. If you have only a short period for advocacy, you may wish to focus more on short-term indicators that are the direct result of your activities. For example, the pledged commitment of an official to support your cause, relevant information made available to public, or increased media coverage of your problem. If you plan instead to advocate over a longer period of time, you may wish to include longer term impacts, such as increased involvement of education officials with your community, improved academic performance of minority students, or decreased drop-out rates among girls.

For example, you are setting performance indicators for objective 2 in the example above, you may decide on the following performance indicators:

1. Increased awareness of the importance of Roma tutors in schools.
2. Budget allocated for Roma tutors in schools with the highest number of Roma students.
3. Roma tutors recruited and hired for schools.
4. Increased attendance of Roma students in schools.

What you need to know in Kosovo: donors and organisations

Advocacy does not occur in isolation, but rather works in **cooperation with** or **compliments** the efforts of other actors. In Kosovo especially, there are a range of local and international organisations active in minority education. Moreover, donors prioritising education are often fund projects implemented by civil society organisations.



**What you
need to
know in
Kosovo**

As such, it is important to know the priorities of donors and the activities being undertaken by relevant organisations so that you can build on the work of others and identify gaps, rather than duplicating what is already being done. This will also help you to identify what has failed for other actors so that you can set more realistic objectives.

An advocate should build **positive relations with other actors** in their field and remain fully aware of all other related projects being implemented. This will not only ensure that you are fully informed in your activities, but will strengthen your advocacy efforts and improve your access to decision-makers. It will also help you to meet potential partners or allies in your advocacy efforts.

Accordingly, you should be familiar with the donors and organisations and their current projects listed below. As activities and priorities are often changing, contingent on a variety of factors, specific information on the current situation will not be provided. However, annex 2 provides a list of donors and organisations active in the field of education, which can serve as a starting point for your own research on current activities.

Donor Coordination

The **Ministry of Education, Science and Technology** (MEST) should lead donor coordination efforts to ensure cooperation between all actors in education. As such, the Ministry is the best starting point for determining which actors are currently involved in minority education, what organisations are supporting them, and what projects are currently being implemented. In addition, the **Swedish International Development Cooperation Agency** (SIDA) is currently acting as the focal point among donors involved in education, organising regular meetings with donor agencies, and may be a useful source of information on current activities.

International Organisations

The majority of international organisations in Kosovo have some involvement in minority education, implementing projects, funding projects, monitoring developments, or a combination of the three. Specifically, the following international organisations are currently supporting minority education or minority rights:

- International Civilian Office/European Union Special Representative (ICO/EUSR)
- European Commission/European Commission Liaison Office to Kosovo (EC/ECLO)
- Council of Europe (COE)
- United Nations Children's Fund (UNICEF)
- United Nations Development Programme (UNDP)
- Organisation for Security and Cooperation in Europe (OSCE)
- World Bank (WB)
- Save the Children
- CARE International
- Soros Foundation

Bilateral Organisations and Donors

In addition to the international organisations mentioned above, several foreign organisations and embassies are actively involved in education in Kosovo, through their own projects, funding for consultants, or financial support projects implemented by local organisations. Those currently active include:

- United States Agency for International Development (USAID)
- Deutsche Gesellschaft fuer Technische Zusammenarbeit (GTZ)
- Swedish International Development Cooperation Agency (SIDA)
- Austrian Development Cooperation (ADC)
- Japanese International Cooperation Agency (JICA)
- Swiss Agency for Development and Cooperation (SDC)
- Ministry of Foreign Affairs of Finland
- Ministry of Foreign Affairs of Denmark

National Organisations

At the national and municipal levels, local civil society organisations are also involved in education and minority issues. The most prominent are:

- Kosovo Foundation for an Open Society (KFOS)
- Kosovo Education Centre (KEC)
- Kosovo Women's Network (KWN)
- European Centre for Minority Issues Kosovo (ECMI Kosovo)

Step Three: Identify your Target Audience

As an advocate for change, your most important role is to communicate your viewpoint to the right people, and convince them to put your solution into effect. To that end, once you have set your objectives the next step is to identify the target, or targets, of your advocacy. This can be one person or several influential people from one or several key institutions.

To identify your target, you may wish to ask yourself the following questions:

- Who has the responsibility to take the decision I want?
- Who has the power to influence the decision I want?
- What will interest him or her? Are they interested in this issue?
- What past issues have they stood up for and do they link in with what I want?
- Who else would they listen to?
- What is their degree of influence?
- Is my solution realistic for this target to implement?

Advocacy will often need to target **high-level officials or political figures**, such as presidents of municipalities, members of parliament or the

Prime Minister, but it is better to start any campaign with more accessible targets.

Tools to Identify the Target Audience:

- Research the institutions: municipal and central government websites, meetings, legislation
- Monitor decision-making: media, reports
- Gather contacts and information from other advocates

Decision-makers are not always the best people to approach immediately, so think carefully about who you will approach, how, and why. Building support among low- or mid-level officials can strengthen your advocacy and increase the likelihood of giving effect to your solution. Going straight to the highest levels may work in some cases, but will block your influence in others. It is advisable to **start at the lower level**, to perfect your approach and solution, and then **gradually move upwards**.

For example, you are considering objective 2 from above, to have Roma tutors placed in schools. The target of your action is ultimately the **MDE Director**, who is responsible for implementation, but he is slow or reluctant to take action. There are many targets that you should first consider to strengthen your cause. You may target teachers and school directors to rally support, the Municipal Community Office to increase accountability, the Financial Department to ensure sufficient budget allocation or the Community Council to build political will.

What you need to know: education and minority institutions

Advocacy is most likely to succeed when you target the right person or institution. Knowing the institutions that are responsible for minority education will enable you to determine the right level, department, and even person, to target with your advocacy.

**What you
need to
know in
Kosovo**

Remember that **positive personal relationships** with relevant persons are beneficial, but if the person you know does not have power over the decision you want, your action will be limited. It is therefore important to use your existing contacts to gain access to relevant decision-makers. Annex 2 provides further details on these institutions, along with links to their relevant websites.

To determine the target of your advocacy, consider the responsibilities of the following institutions in Kosovo:

Central Government

At the central level, the Ministry of Education, Science and Technology is the primary institution responsible for delivering minority education. However, a range of other central institutions representing communities also contribute to this process, and have different roles and responsibilities. The following institutions have decision-making powers or involvement at the central level in the field of education or the protection of minority rights.

- Ministry of Education, Science and Technologies (MEST)
- Ministry for Communities and Returns (MCR)
- Consultative Council for Communities (CCC)
- Prime Minister's Office for Community Affairs (PMOCA)
- Kosovo Assembly (KA), Committee for the Rights and Interests of Communities (CRIC)

Municipal Government

At the municipal level, the responsibility for provision of education lies with the Education Development Offices and the Municipal Directorate of Education, which are supposed to complement each other in their work. A few other institutions representing communities also contribute, and have different roles and responsibilities. The following institutions have decision-making powers or relevant involvement at the municipal level in the field of education or the protection of

minority rights.

- Education Development Offices (EDO)
- Municipal Directorate of Education (MDE)
- Municipal Community Office (MCO)
- Municipal Assembly, Municipal Communities Committee (CC)
- Municipal Director for Educational Administration Services
- Municipal Finance Department

Local Level

At the local level, it is the school boards, directors and teachers that have the most direct influence on the education system, supported by parent—teacher associations and other relevant bodies. The following institutions have decision-making powers or are otherwise involved at the municipal level in the field of education or the protection of minority rights.

- School boards, directors and teachers
- Parent—teacher associations

International Organisations

Advocacy should primarily target Kosovo institutions, as these are ultimately responsible for the delivery of minority education. However, international organisations are currently playing an important role in the education system and the protection of minority rights, supporting these institutions and the implementation of relevant legislation. As such, you may need to target international organisations alongside state institutions, especially those listed on page 23.

Step Four: Plan Your Activities

At this point, you have determined what you want to do (your objectives), why you want to do it (problem and solution), and who you need to convince in order to do it (target audience). You have collected all the key information you need in Kosovo, including laws, donors and institutions. Now you should map how you will achieve your objectives, considering what methods you will use, what your message will be, what information you will provide, and what responses you may need. This will enable you to identify and decide upon the specific activities you will undertake and to compile all your information in one simplified plan. The end result should be an action plan and timeline of activities to guide your advocacy.

The action plan and timeline is the **blueprint** for your advocacy and should be referred to regularly over the course of your activities. Should multiple persons or partner organisations be involved, it should ensure **consistency** and **coherency** of approach. It will also provide a **reference point** for measuring the success of your efforts and determine when a change in approach is needed.

Always consider your resources:

In deciding on the activities you will conduct, you should always be mindful of the resources available to your organisation. These include the **finances, time** and **manpower** that are needed to complete each activity. Remember that some activities require more resources than others so choose those that you have sufficient resources to complete.

Annex 1 provides a template for drafting your action plan. This is only a suggestion and should be modified to meet your specific needs. However, maintaining a simplified structure that can be easily interpreted and revise is highly recommended.

Chose your methods

For each target audience identified, you will need to consider the best way of **conveying your message**. You may wish to use one or more methods and will need to re-evaluate your decision based on outcomes. However, it is best to start with a pre-selected method or methods for each target audience.

To decide on the best method, consider the following:

- How accessible is the target audience?
- How much time do they have to offer me or respond to my request?
- If I were in their position, what would catch my attention?
- What is their interest or motivation for my cause?
- What resources do I have? *Time? People?*
- How much time do I have to approach this person?
- What is my current relationship with this person?

Once you have considered these issues in relation to each target, you should consider which method of advocacy would be most beneficial to achieving your goal and most manageable with your given resources. Consider the strengths and weaknesses of the following commonly used methods:

METHOD	BENEFITS	LIMITATIONS
Alliances Build an alliance of organisations and persons committed to your cause	Increasing the number of people on your side will make your voice stronger, enhance your representativeness and expand your resources, which can improve your effectiveness and increase attention to your cause, for example from the media.	Building alliances requires significant time to generate commitment and manpower, to identify and incorporate allies, and monitor their inclusion. Other organisations may have a different vision of change, which can impact your advocacy.
Support Staff Convince staff around the decision-maker to support your change	Support staff members are usually easier to access and have direct access to the decision-maker, often charged with keeping them informed, and can accordingly introduce your change. Support staff may even be able to arrange a face-to-face meeting with the decision-maker.	Convincing support staff to back you can require strong negotiation skills and its success will depend on the level of that person's commitment and their position vis-à-vis the decision-maker. An existing relationship may be needed with someone in the decision-makers organisation to identify suitable target support staff.
Letters Send letters to decision-makers presenting the change you envision	Letters to decision-makers are the easiest advocacy tool to use, as they require few resources and you can easily send out a large quantity. Letters are a good start, introducing your issue to the decision-maker. For an example letter, see Annex 1.	Sending letters to decision-makers has a limited impact as many decision-makers have staff review their mail; your letter may be filtered out before it even reaches your target. Furthermore, a letter is unlikely to be powerful enough to generate change. Letters can be easily ignored and should always be followed up

		with an additional method, like visits or petitions.
Petitions Collect signatures from people affected by or supporting your cause	Petitions demonstrate wide support for your cause and strengthen your argument. At the top of the petition, clearly state what the issue is, what is being opposed, and the suggested change you hope to bring about. Once signatures have been collected, you need to communicate the outcome of the petition to the decision-maker by providing him/her with copies, ideally in a face-to-face meeting.	Collecting signatures requires time and manpower; you will need several people, aware of your cause, to explain the situation to the general public and request their signature. You must also be systematic to avoid duplication. You may also need to follow up with another method to ensure sufficient resources to follow up to the petition to achieve your aims.
Visits Face-to-face meetings with decision-makers to discuss your vision of change	Meetings with decision-makers are an opportunity to present your cause to the right person, as a captive audience. You have the chance to build a positive relationship, gain information on their commitment and gauge their reaction. You may wish to arrange a follow-up meeting with your community.	Arranging a meeting with the key decision-makers requires high-level access, which is contingent on your influence and connections. You need to be persistent to confirm a meeting. Decision-makers often have limited time available, so you need to prepare a brief presentation of your cause, and practice it in advance to ensure clarity and confidence.
Inspections Invite the decision-maker to visit the area in question to see the problem first-hand	Ensuring that the decision-maker sees the problem first-hand will add weight to your case, and can increase their commitment to change through emotional engagement or a heightened sense of obligation. Furthermore, organising press involvement during the inspection and arranging follow-up coverage of decisions made will strengthen awareness of your case.	Getting the decision-maker to agree to an inspection visit requires a strong relationship, or strong support (evidenced, for example, in petitions). In any event, it may be difficult to convince the decision-maker to undertake the visit, as it will pressure them to take action when they may not be committed to do so, or may have other priorities.

Media Attract media attention to your cause	Media attention is a powerful tool for persuading government and society to back your cause: the more publicity you can get for your issue the better. It always helps to make individual contact with a reporter who is prepared to follow the story through from beginning to end.	Attracting the media to your cause may not be easy. You need to consider what might stimulate media interest, such as the involvement of a prominent person, as well as whether any major events are underway that might detract media focus. Note that media involvement will also bring more attention and pressure on your organisation.
Publications Draft reports or commentaries for distribution on your cause	Written materials provide you with an opportunity to present your information to a wide audience in a clear way. You may wish to draft an article for a newspaper, produce a pamphlet for the general public, or draft a report targeting stakeholders. You should be sure to include evidence of your problem and be systematic, first identifying the problem, then arguing your solution and suggesting concrete action.	The impact of using publications may be hard to measure. It requires strong analytical and writing skills and opens you up to criticism if your argument is not persuasive. The costs can also be high, especially in the publication of pamphlets for distribution.

For example, you are considering objective 2 from the example above, to have Roma tutors placed in schools. To target the **MDE Director**, you may choose visits with the Director to present your cause, petitions to demonstrate grassroots support, and staff that might be useful in gaining access and influencing the final decision. Should this be unsuccessful, you may wish to use media to add pressure.

Frame your message

Now that you have determined how you will approach your target audience, you must **formalise the message** you wish to convey. Consider what you want to see happen and what would convince your target audience to take action. Who will your change affect and when? Why would your target audience care about it? What is their motivation to agree with you? What would it take for them to do it? What is the cost to them in financial, time, social, or other terms?

Here are some of the approaches you could take:

Reason: One of the simplest ways is to be honest and appeal to reason and common sense.	Reality: Demonstrate the reality of a problem or situation that is not well understood. Your credibility is essential.
Ideology: It may help to appeal to the ideology of your target audience. This will usually work if your issue is compatible with their principles.	Self-Interest: Pointing out the electoral or career advantages of supporting your issue may be useful, but be careful not to offend that person by suggesting that s/he only cares about career or image.

Turn your goal into a clear message that will have an impact on, and be **memorable** to, your target audience. This should be incorporated into your methods, through the information you provide in person or through materials. Be aware of the sensitivities of some approaches: for example, appeals to self-interest are better utilised in face-to-face meetings rather than in written materials; by contrast, highlighting the reality of an issue may also be used in more appropriate to public methods such as pamphlets or petitions.

Preparing the information

Presenting your vision for change to your target audience is one of the most important actions you will take in achieving your advocacy goals. No matter how important your issue is, or how effective your solution will be, convincing a decision-maker to make changes requires a particular skill. As with a sales pitch, you are asking the decision-maker to buy into the idea you are offering, and this requires **preparation** and **practice**. Furthermore, written materials can be easily ignored and need to be vibrant and informative to capture and retain interest.

For face-to-face presentations, you need to consider the following:

- Write out your presentation in advance and **practice it aloud** until you can give the presentation smoothly and with confidence.
- Be **clear** and **concise**, keep it short. A presentation of 3-5 minutes can be as effective as one that is much longer.
- Bring **reference materials**. Prepare bullet points for your presentation in case you lose focus.
- Make **eye contact** with the person. Avoid reading from your materials and only use them as a reference.
- Be prepared with **facts**. Be able to quote statistics and answer questions with specific information.

- Bring **written materials** in some form, a pamphlet, print out, something that you can leave behind to remind them about your organisation and your cause.
- After your presentation, you should allow time for **questions and discussion**.
- Conclude by arranging to **follow up**, either through another meeting, a visit to the field, an email or a phone call.

For written materials, consider the following:

- Present your vision for change in a **clear** and **systematic** way, constructing an argument to convince the reader. First present the problem and why it is important, then propose your solution and how it can be achieved.
- Include factual information or statistics to strengthen your argument.
- Present your information in an easy to read and **visually appealing way**. Use bullet points to separate information.
 - **Pictures** can help attract attention and bring your problem to life, and a **catchy headline** will be memorable.
- Be sure to include information on your organisation, along with necessary **contact details**.

Prepare for possible responses

During the meeting, the decision-maker is likely to ask questions and may contradict what you have presented or **reject the steps you propose**. Preparing responses to such a reaction is as important as the presentation itself, as this is your opportunity to change the position of the decision-maker. You should also be prepared with follow-up measures in the event that the decision-maker agrees to support your cause.

To prepare your responses, consider the following:

- Why would the decision-maker be reluctant to agree with you?
- Do they have the resources available to do what you are asking?
- How could they put your ideas into practice?
- What questions could they have for you?
- If they are hesitant, how can you amend your approach?
- What do you want them to do next? What can be achieved now?

Take account of all possible issues the decision-maker may have and outline responses in writing. Practice those responses as you practice your presentation.

It is acceptable to **bring additional information** with you, and to refer to it when answering more complex questions. However, you should avoid reading from papers and use them only as a **reference tool**. You will be more likely to convince the decision-maker if you engage with them directly and if you appear confident and thoroughly prepared.

Plan your Timeline of Activities

Once you have considered all these components, you are almost ready to begin your advocacy. Now you should consider the order of your activities, starting with what you will do first. The **timeline of activities** will frame your advocacy in a systematic, step-by-step format. To determine the order of your activities, and what activities can overlap, consider the following:

- What manpower is needed? Who is engaged?
- What steps should be taken before the activity?
- What steps should follow the activity?
- What activities can occur concurrently?
- How long will the activity take to implement? To have an impact?

In drafting your timeline of activities, as well as during all planning stages, it is best to **include all key actors in the development of your plan**, either through participation in brainstorming sessions, individual meetings, or feedback on a first draft.

For Example: You are making a timeline for objective 2 in the example above, to have Roma tutors employed in local schools. Your timeline could include the following:

Months 1-6

- Preparation of information materials on Roma education and support by Roma tutors for Roma students
- Sending of letters to education officials and stakeholders in Roma education
- Distribution of information materials to teachers, school directors and other stakeholders
- Meetings/visits with Municipal Education Directorate to follow up letters, inspections with Roma parents

Months 7-12

- Inspection visits with Roma parents by Municipal Education Directorate
- Follow-up meetings with Municipal Education Directorate to secure concrete commitments
- Identification of potential Roma tutors for schools
- Follow up meetings with Municipal Education Directorate to assess implementation of commitments and add pressure as needed

Step Five: Take Action and Follow Up

Once your plan is complete, you must start **taking action**. This will require the greatest input of your time and resources. Try to stick to your plan, at least in the beginning, and keep a record of all steps taken to aid evaluation later. Be sure to **follow up** each activity to ensure that it has an impact in bringing about change. In the end, you will have done everything you envisioned to bring about your solution, and made a difference for your problem.

Implement your activities

Taking action to implement your advocacy plan is the key step in bringing about your vision of change; it is what all the planning stages have been building towards. As you begin your advocacy work, remember that **change takes time**. Do not use all your energy or resources right away, remember the entire plan. Refer back to your action plan regularly, but be flexible and make changes where it is not achieving your overarching aims.

In the implementation of your activities, consider the following:

- Assign **clear roles** and **responsibilities** to each person involved in your advocacy, eg, who will conduct meetings, who will draft materials, and who handle administration and record-keeping.
 - Identify an overall leader to maintain **coordination of efforts**, as well as someone responsible for **public relations and the media**.
 - Be sure to identify each person's strengths and experiences and assign duties appropriately.
- **Keep records** of all activities conducted and a database of all contacts made.
- **Be persistent**, but not pushy. Advocacy is not about using force to impose your vision of change, but rather the targeted informing and convincing of decision-makers so that they will choose to bring about change of their own accord.
- Prepare yourself for a **long commitment** and try to **remain positive** as you move forward, even if you do not achieve your objectives right away.

Follow up your activities

Following up each advocacy activity is as important as the activity itself. Decision-makers are unlikely to take action based on one meeting, visit, or letter, and will need continued reminding of their commitment or responsibilities. Follow up guarantees **ongoing momentum** for your advocacy, **increases accountability**, and **strengthens your relations** with the decision-maker.

To follow up your activities, consider the following:

- When following up, **set standards** for consistency and to ensure that nothing is forgotten (for example, follow up all meetings the next day).
- If the decision-maker cannot state an opinion on the issue at the time, ask him or her to set another deadline to give you feedback.
- If you have met with a civil servant or representative of a municipal official or minister, you should consider writing to the minister or official, thanking them for allowing the meeting and informing him on what was discussed and agreed to.
- Send a **thank you letter** after each meeting, ideally the next day. It should include a summary of what was discussed (main points and arguments), any additional information requested, a reminder of their promises and the next steps to be taken.
 - Follow up within two to three weeks, again checking on progress according to the next steps agreed.
 - A further meeting may be needed, which should be followed up in the same manner.
- Be sure to follow up with any person that has helped you in your advocacy to secure assistance in the future. For example, if someone helped you arrange a meeting, then send a thank you letter for the assistance.

Remember that advocacy is a **constant process**. People may forget their promises or have changing priorities. It is important to support them to move things along by reminding them of their promises and responsibilities.

Step Six: Monitoring and Evaluation

Once you have started to implement your activities, you must also start monitoring your action and conducting periodic evaluations. Designing a **system for monitoring and evaluation** (M&E) should occur alongside overall planning for your action, as it serves an equally important function as the action itself. As such, M&E should not be seen as an extra step or excess work, but as an important component of the advocacy project as a whole.

Monitoring and evaluation is important for two main reasons. First, it helps you to consider the impact that your actions are having and the effectiveness of your methods so that you can **make adjustments** in your approach. Thorough M&E lets you know what is working and what is not, so that your organisation is able to continuously reassess how best to achieve its objectives. Second, it **increases** the **accountability** of your organisation and of your advocacy efforts by demonstrating transparency and increased effectiveness over time. This is especially important for work funded by an external donor, as they will want evidence that the action was successful. It will also strengthen the reputation of your organisation, thereby increasing your influence and ability to make a difference.

Monitoring is an **internal process** undertaken by your organisation, and should be integrated into your action plan. **Evaluation** can also be completed by your organisation using your own people and skills; this is called **self-evaluation**. However, in cases where external funding is provided, the donor may also request an external evaluation, which will be conducted by experts.

Monitoring

Monitoring is about **collecting relevant information**, so that you have up-to-date knowledge of all implementation activities and can accurately assess whether or not you are meeting your objectives. This will measure the effectiveness of your advocacy efforts against your original advocacy action plan. Information should be collected relating to all performance indicators, whether these are concrete and measurable or based on perceived changes. Be sure that responsibilities for monitoring are clearly delegated and that the monitoring system is incorporated into your advocacy activities. Keep all records in a secure place where they can be easily referred to throughout the process.

To monitor your outputs, you may wish to consider the following:

- How have the education conditions affecting your community changed? Are more children enrolled? Are performances improving?
- Have decision-makers taken steps to implement the changes you proposed?
- How many meetings or visits have been conducted? With which organisations and with which people, in what positions, were meetings arranged?
- What meetings were you not able to arrange? With what organisations or people in which positions?
- How many information materials have been distributed?
- How many letters have been sent? How many responses have you received?
- How often has the media been involved in your activities?
- How many people have signed your petition? Which groups of people signed the petition?
- How many people agreed to support your cause?
- How aware are the general public or relevant stakeholders of the problem you aim to address?
- How does your community view the actions of key decision-makers?

Tools for Collecting Information

- Keeping records: keep a diary of all meetings, a logbook of all letters sent or materials distributed
- Asking questions: conduct questionnaires, focus groups or individual meetings
- Observation: observe implementation of your activities carefully to note changes

Evaluation

Once you have collected all the necessary information through monitoring, you should **analyse this information** and **make a judgement** about your advocacy. Evaluations enable you to fully understand the **impact** your advocacy has had. This will allow you to consider your methods and approach, and to make changes more effectively. As such, evaluations are integral to strengthening your organisational capacity and improving your impact in the future. Moreover, evaluations make you **accountable to donors**, facilitating the writing of reports and improving their analytical quality.

Your evaluation should be conducted with reference to your action plan. To evaluate your action, you will need clear aims and objectives, output and outcome indicators,

and a monitoring system. This should provide you with an outline of what you want to see changed, specific criteria for the evaluation, and information with which to evaluate those criteria.

To evaluate your action, you may wish to consider the following:

- Did your action achieve its aims? Did it make the changes you hoped for? If your action did not achieve its aims, why not?
- Did your action achieve its objectives? Did its activities run as planned? If not, why not? What worked well and what not so well? Did you reach your target group?
- What else have you learnt from the evaluation? What else has it told you, for example, about how the project works, your management support, staffing or other resources?

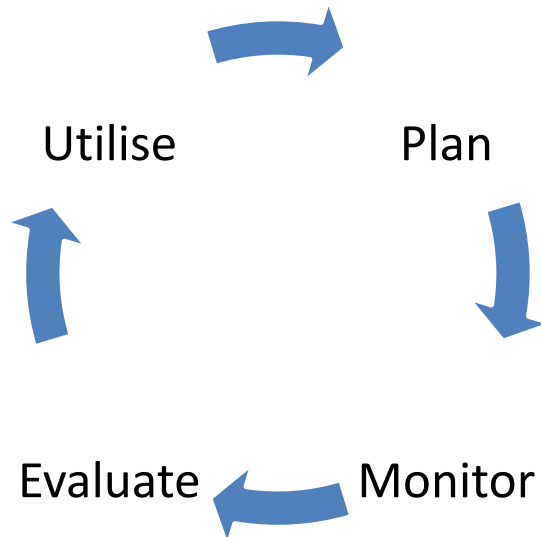
In completing your evaluation, take your time, be **critical** and **deliberate**. Remember to be honest with yourself, both with regard to your successes and what could have been done better. Evaluation is about **learning** and **improving**. A strong evaluation will greatly improve your next advocacy effort and will enhance your organisation's capacity to bring about solutions to the problems confronting your community.

Reporting

Evaluations should result in a **final report**, covering all aspects of your advocacy. Donors will usually require such a report, so you should plan for it throughout your activities. Even if such a report is not required, it is still recommended as it may be of interest to your partners, staff and other stakeholders. It also publicises the achievements of your action, **promoting sustainability of the commitments** made by decision-makers. In addition to publicising the report, you may wish to present the information to the public in a more eye-catching or interactive way; consider a conference, training event or newspaper article, for example. You may wish to publish the evaluation on your website, in your newsletters or as an annual report.

Remember, evaluations are not just a conclusion to your advocacy; **evaluations are meant to be used**. Think about your audience and how the evaluation findings will be useful to them. Use your evaluation to plan your next action.

Advocacy is an ongoing process and each action is a cycle. Evaluations are the opportunity to stop, reflect on your work, and plan what comes next.



Plan: set your aims and objectives, based on the problem you have identified and the solution you wish to bring about.

Monitor: considering your aims and objectives, set performance indicators to measure your progress and collect information on these indicators as you implement.

Evaluate: review the implementation of your action based on the performance indicators.

Utilise: set revised or new aims and objectives based on the results of the evaluation.

Put it into Practice: An Example

Throughout this Guidebook, you have been provided specific examples on how to successfully advocate for your cause. This section provides a **step-by-step example** that applies the methods elaborated above to a specific – but theoretical – case study, bringing together the different components under one coherent case study. However, please remember that this is a **demonstrative example** and not a plan that should be used directly. A plan for advocacy should always reflect the distinct problem to be addressed, and consider the specifics of the situation. Moreover, this example has been simplified for clarity and does not consider the full range of possible activities.

Case Study: Lack of Education Opportunities to Reintegrate Minority Drop-Outs

Background

You are the head of a non-governmental organisation that aims to improve education and professional opportunities for your community. You have been involved in education for several years, providing language and technical courses for students from your community. In your work, you have become aware that there are a large number of youths who have dropped out of the education system for a number of years and are falling behind other students their age. Through your work, you have convinced many of these students and their parents of the need to re-enrol school, but they are hesitant as they are not well prepared for their grade level.

Step One: Identify the Problem and Solution

You want to address the reintegration of the students that have dropped out. You discuss the situation with teachers and find that merely reintroducing students into the classroom, with no additional support, makes it very difficult for those students to succeed. The teachers believe that catch-up classes are necessary to provide extra support to students re-entering the education system. You find that no such courses are currently available within the public education system. Some courses are offered by civil society organisations, but none are integrated with regular schools which would be most beneficial to students. You discuss this with the MDE and discover that they do not believe such courses are necessary as the numbers of students affected is very low. You believe that they do not have accurate information on the number of students that are willing to re-enrol.

You believe that the solution to this problem is for the MED to establish a catch-up programme for minority drop-outs, linked to regular schools, to facilitate their reintegration. This will provide them with opportunities to (re-)build relationships with teachers and increase their confidence, thereby increasing the likelihood that they will succeed and remain enrolled after re-entering schools. You believe that NGOs can encourage students to enrol in the programme, and provide some support, but that the courses themselves should be offered by the public education system to ensure that they are both sustainable and reflective of the Kosovo curriculum.

Consequently, you decide that the aim of your advocacy will be for the MDE to agree to establish a catch-up programme for minority students that wish to re-enter the school system.

Problem: many minority students have dropped out of school and fallen behind their peers. They are unable to reintegrate due to the gap in their education.

Solution: minority students wanting to re-enter school are provided with intensive education opportunities to prepare for their reintegration.

Aim: MDE will establish a catch-up programme for minority students that wish to re-enter the school system

Step Two: Set your Objectives

Now that you have identified the overarching aim of your advocacy, you must consider your specific objectives. First, you complete a SWOT analysis of your organisation, determining the following:

<u>Strengths:</u> • Strong ties to the community and awareness of their situation • Partnership with NGOs providing courses for minority children • Relations with parents of students wishing to reintegrate	<u>Weaknesses:</u> • Weak relations with MDE in municipality • Limited financial resources • Lack of knowledge of education budget and procedures
<u>Opportunities:</u> • RAE Strategy about to be implemented by municipalities and MDE • High donor interest in minority education	<u>Threats:</u> • Restricted budget for schools impacting staffing and salary • Lack of will among municipal officials towards minority education

Based on this analysis, you are aware that your strongest capacity is to build support among the community and raise awareness at the level of the municipal government, which will be the focus of your advocacy. Second, you determine your objectives with this information in mind. You decide that you will work to build commitment for the inclusion of a catch-up education programme within schools from the ground up, concluding with the following objectives:

Objectives:

1. Municipal Education Department to establish a catch-up educational programme in at least one local school by the start of the next school year.
2. School Director of one local school to offer catch-up educational programme by the start of the next school year.
3. Ten drop-out students to attend catch-up educational programme before the start of the next school year.

The objectives are what you believe your organisation can achieve within the given timeframe. These are measurable, as you can determine exactly what courses are offered and how many students are enrolled. They are short-term objectives, as they establish a pilot phase of the education programme which would need to be continued if successful. They are also outward-looking, as they will need to be implemented by those with the power to take decisions. However, objective 3 also has the inward-looking component of building the role of NGOs to liaise with students and encourage their enrolment and participation. Furthermore, they are multi-level objectives as you will need to consider central and municipal institutions, schools and community members.

You will measure your success based on the objectives. This will help you understand what steps you need to take to achieve your aim. It will also help you to monitor and evaluate the effectiveness of your activities. As such, you determine the following performance indicators:

Performance Indicators:

1. Education officials and schools aware of the number of drop-out students needing reintegration.
2. Municipal Education Department committed to establish catch-up educational programme.
3. Municipal Education budget allocated to implement catch-up education programme.
4. Catch-up programme integrated into the general public education system.
5. Parents of drop-out students informed about catch-up educational programme.
6. Drop-out students enrolled in catch-up education programme.
7. Drop-out students able to reintegrate into the school system and overcome the gap in their education.

Step Three: Identify your Target Audience

Considering your objectives, as well as your outputs, you now need to identify the target audience or audiences for your activities. You need to consider who has the primary responsibility for deciding what is offered in schools and whose support would be needed to make successful changes. You determine that the key target for your advocacy should be the Director of the Municipal Education Department. However, you realise that you will also need to take into account a broad range of target audiences if you are to achieve your objectives. To that end, you identify the following target audiences:

Target Audiences:

- Municipal Education Directorate – Director and Head of Primary and Secondary Education
- Municipal Community Office
- School directors
- Teachers
- Parents of drop-out students

Step Four: Plan your Activities

Having clearly set out the goals and objectives of your action, you are now ready to determine how to make them happen, and how to get the decision-makers and target audiences to commit to your vision of change. First, you consider the methods that would be most effective, reflecting on your organisational capacities, and determine the following:

Methods:

- Petition from parents of drop-out students pledging to enrol their children, and registered support for the programme from schools, teachers and the Municipal Community Office
- Visits to Municipal Education Directorate
- Inspections to meet drop-out students and their parents

You will need to reflect upon how to frame the message to your target audience. Consider presenting the catch-up educational programme as the logical response to the need to provide education opportunities to drop-out students with a gap in their education. You determine the following for your message:

Message:

- Reality – many drop-out students are willing to re-enrol in the education system, but are unprepared to do as a result of the gap in their education and are not provided with the opportunity to catch up. As such, they become trapped outside the system, with no way in, and remain disadvantaged.
- Reason – providing a catch-up educational programme at local schools will ensure that drop-outs are fully prepared, and educated in accordance with the Kosovo curriculum. This will strengthen their confidence to return by building relationships with the teachers. Failing to provide such opportunities will prevent drop-outs from returning, limiting their professional opportunities and increasing the likelihood of entrenched poverty and the need for social assistance.

Using this message, you prepare materials for your activities. You prepare a petition with two parts. The first reads, 'I would enrol my child in a catch-up educational programme to re-enter the educational system should such a programme be made available' at the top; the second reads, 'I support the establishment of a catch-up educational programme for the reintegration of minority drop-out students,' leaving lines for names, signatures and contact details. You prepare a 3-5 minute presentation on the need for, and importance of, a catch-up educational programme, reflecting the reality message (facts on the number of drop-out students willing to return and left outside the system) and the reason (benefits of a catch-up programme, fulfilment of legal requirements).

You also prepare a 3-5 page document with more detailed information on the conditions confronting drop-out students and examples of catch-up programmes implemented elsewhere and the impact these have had. This is presented in a clear

and concise way, with colour and pictures to attract attention. You will leave this document behind at visits to maintain their attention and interest. Lastly, you prepare notes for yourself with additional facts and information that may be requested, and possible responses to questions that may be asked. This is for your own reference so that all the information you require is readily available.

Informational Materials:

- Petition for parents of drop-out students to sign
- 3-5 minute presentation on your vision of change
- 3-5 page informational document to leave with the target audience, detailing your vision of change
- Notes with additional information and responses to possible questions

Considering all the information you have determined to this point, you complete your must now complete your timeline of activities. Your aim is to have the programme implemented by start of the next school year, which is nine months away. As such, you establish the following:

Timeline:

Months 1-2

- Petition, presentation, information document and supplement notes produced.
- Meetings with parents, teachers, school directors and the Municipal Community Office conducted for signing of petition.
- Contact with Municipal Education Directorate established, meetings arranged.

Months 3-5

- Meetings/visits with Municipal Education Directorate completed, petition and information provided, inspection to meet with parents of drop-outs requested.
- Inspections completed by Municipal Education Directorate, commitment to catch-up programme requested, specific steps to establish the catch-up programme agreed upon.

Months 6-9

- Follow-up meetings with Municipal Education Directorate completed, monitoring of commitment and specific steps agreed to, pressure applied as needed to ensure programme is implemented by start of next school year.
- Meetings with schools and teachers to assess preparedness to offer catch-up educational programme.
- Meetings with parents of drop-outs to inform them of progress and enrolment options.

Step Five: Take Action and Follow Up

With this timeline, your planning is complete and you are ready to take action to realise your vision of change. You assign your staff clear roles and responsibilities, positioning yourself as the leader. You assign responsibility for keeping record of all activities and contacts to one person. Once you have started your activities, you immediately begin following up: you keep the parents who signed the petition regularly informed of your progress; you follow up each meeting with a thank you letter and a reminder of commitments made; you are consistent in your pressure to implement the catch-up educational programme, but not pushy, as you want decision-makers to agree with your views and not merely bow under pressure (as this will not guarantee sustainability of commitment).

Step Six: Monitoring and Evaluation

You realise that, given the limited time available for implementing your plan, it is especially important to monitor and evaluate your progress so that you can change your methods as and when required. You decide to monitor regularly through record-keeping, considering whether you have conducted the activities planned and obtained the commitments aimed for. You also decide to collect information by asking questions, through meetings with relevant stakeholders identifying progress and changes. You decide to complete a self-evaluation after month five of the advocacy, and to change your methods if necessary. You will also conduct a final self-evaluation at the end of the action, to enhance subsequent advocacy efforts and strengthen organisation capacity.

Monitoring and Evaluation:

- Monitoring – regular record-keeping, meetings and asking questions after month five and at the end of the advocacy action
- Evaluation – self-evaluation after month five and at the end of the advocacy action

Sample Action Plan

Based on the above example, your Action Plan may be completed as follows. Bear in mind that it should be simple enough to refer to easily and can be supported by additional, more specific, documents. The sections completed in *italics* should be completed as you are advocating. All other sections should be completed during the initial planning phase.

Step 1: Identify the Problem and Solution	
Problem: Many minority students have dropped out of school and fallen behind their peers. They are unable to reintegrate due to the gap in their education.	Solution: Minority students wanting to re-enter school are provided with intensive education opportunities to prepare for their reintegration.
Aim: MDE to establish a catch-up programme for minority students that wish to re-enter the school system.	
Step 2: Set your Objectives	
SWOT Analysis:	
Strengths: • Strong ties to community and awareness of their situation • Partnership with NGOs providing courses for minority children • Relations with parents of students wishing to reintegrate	Weaknesses: • Weak relations with MDE in municipality • Limited financial resources • Lack of knowledge of education budget and procedures
Opportunities: • RAE Strategy about to be implemented by municipalities and MDE • High donor interest in minority education	Threats: • Restricted budget for schools impacting staffing and salary • Lack of will among municipal officials towards minority education
Objectives: 1. Municipal Education Department to establish a catch-up educational programme in at least one local school by the start of the next school year. 2. School Director of one local school to offer catch-up educational programme before the start of the next school year. 3. Ten drop-out students to attend catch-up educational programme by the start of the next school year.	
Performance Indicators: 1. Education officials and schools aware of the number of drop-out students needing reintegration. 2. Municipal Education Department committed to establishing catch-up education programme. 3. Municipal Education budget allocated to implement catch-up education programme. 4. Catch-up programme integrated into the general public education system. 5. Parents of drop-out students informed about catch-up educational programme. 6. Drop-out students enrolled in catch-up education programme. 7. Drop-out students able to re-integrate into the school system and overcome their gap in education.	

Step 3: Identify your Target Audience				
Objective 1: • Municipal Education Directorate • Municipal Community Office		Objective 2: • Municipal Education Directorate • School Directors • Teachers	Objective 3: • Municipal Community Office • Parents of Drop-out Students • Teachers	
Step 4: Plan your Activities				
Target Audience:	Methods:	Message:	Information Materials:	
Municipal Education Directorate	Petition, Visits, Inspections	Reality, Reason	Petition, 3-5 minute presentation, 3-5 page informational document, notes with additional information	
Municipal Community Office	Visits	Reality, Reason	3-5 minute presentation, 3-5 page informational document, notes with additional information	
School Directors	Visits, Inspections	Reality, Reason	3-5 minute presentation, 3-5 page informational document, notes with additional information	
Teachers	Visits	Reality, Reason	3-5 minute presentation, 3-5 page informational document, notes with additional information	
Parents of Drop-out Students	Visits	Reason	3-5 minute presentation, 3-5 page informational document, notes with additional information	
Timelines of Activities:				
Month/Date	Activity	Date Completed	Follow Up Activity	Date Completed
1-2	Informational materials produced	15/01/2010	Re-evaluate Materials (Month 6)	15/06/2010
1-2	Meetings with stakeholders to sign petition	30/02/2010	Update stakeholders on progress (Month 6)	07/01/2010
1-2	Meetings arranged with MDE	15/02/2010	Reconfirm meetings (days prior to meetings)	01/03/2010

3-5	Meetings with MDE, Inspection requested	07/03/2010	Summary of meeting sent, Inspection arranged (days following meetings)	15/03/2010
3-5	Inspections completed, MDE agrees to next steps	01/04/2010	Confirmation of agreed steps sent in writing (days following inspections)	05/04/2010
6-9	Follow-up meetings, monitoring of commitment	01/06/2010	Summary of meeting sent (days following meetings)	05/06/2010
6-9	Meetings with school directors and teachers to assess preparedness	01/07/2010	Summary of meetings sent to MDE (days following meetings)	07/07/2010
6-9	Meetings with parents on progress	01/08/2010	Summary of meetings sent to MDE (days following meetings)	05/08/2010

Step 5: Take Action and Follow Up

Notes on activities and follow up:

By month five, insufficient progress was made in building MDE commitment. Needed to add a media campaign, focusing on awareness-raising on the situation facing drop-out students.

Added: method – media inspections; message – reality. Invited reporters to visit parents and drop-out students from your community to present their situation.

Step 6: Monitoring and Evaluation

Monitoring:

Method	Ongoing	Baseline (start)	Midway	End
Record-keeping	X			
Meetings		X	X	X
Asking questions		X	X	X

Performance Indicators:	Baseline (start)	Midway	End
1. Education officials and schools aware of the number of drop-out students needing re-integration.	MDE and schools estimates that 20 students need reintegrating; NGOs estimate over 40 students need reintegrating.	<i>MDE and schools informed that NGOs estimate over 40 students needing reintegrating.</i>	<i>MDE estimates that 42 students need reintegrating.</i>
2. Municipal Education Department committed to establish catch-up educational programme.	MDE does not have a catch-up programme and has no plan to start offering one.	<i>MDE is considering offering a catch-up programme.</i>	<i>MDE is prepared to offer a catch-up programme for the coming school year.</i>
3. Municipal Education budget allocated to implement catch-up education programme.	No budget available for catch-up educational programme.	<i>No budget available for catch-up educational programme.</i>	<i>Budget for catch-up education programme made available.</i>
4. Catch-up programme integrated into the general public education system.	No catch-up programme included in the education system.	<i>No catch-up programme included in the education system.</i>	<i>Catch-up programme designed, integrated into education system.</i>
5. Parents of drop-out students informed about catch-up educational programme.	No catch-up programme offered, parents are not aware of any opportunities.	<i>Parents informed on potential catch-up programme under consideration.</i>	<i>Parents informed of catch-up education programme and enrolment procedures.</i>
6. Drop-out students enrolled in catch-up education programme.	No catch-up programme offered.	<i>No catch-up programme offered.</i>	<i>10 drop-out students enrolled in catch-up programme.</i>
7. Drop-out students able to reintegrate into the school system and overcome their gap in education.	Drop-out students are unable to reintegrate in schools.	<i>Drop-out students are unable to reintegrate in schools.</i>	<i>Drop-out students are prepared to reintegrate through catch-up programmes available at their local schools.</i>

<u>Evaluation:</u>		
Performance Indicators:	Midway	End
1. Education officials and schools aware of the number of drop-out students needing reintegration.	<i>Reality message is working to change the MDEs information.</i>	<i>Reality message successful for MDE to re-evaluate its information.</i>
2. Municipal Education Department committed to establish catch-up educational programme.	<i>Visits and inspections have helped build commitment, further pressure may be needed.</i>	<i>Media campaign successfully added pressure to get MDE commitment.</i>
3. Municipal Education budget allocated to implement catch-up education programme.	<i>Could not make progress without MDE commitment.</i>	<i>Once MDE committed, securing a budget for schools was not a problem.</i>
4. Catch-up programme integrated into the general public education system.	<i>Could not make progress without MDE commitment.</i>	<i>Working with school directors was successful to integrate the catch-up programme, but involving MEST may have strengthened this component.</i>
5. Parents of drop-out students informed about catch-up educational programme.	<i>Could not make progress without MDE commitment.</i>	<i>Parents well informed by civil society, but no secure process to ensure they were kept involved without NGO support.</i>
6. Drop-out students enrolled in catch-up education programme.	<i>Could not make progress without MDE commitment.</i>	<i>Drop-out students enrolled, but may require continued NGO support for future enrolment.</i>
7. Drop-out students able to reintegrate into the school system and overcome their gap in education.	<i>Could not make progress without MDE commitment.</i>	<i>Students are enrolled, but future assessment will be needed to determine the extent and effectiveness of their reintegration.</i>
Objectives:	Midway	End
1. Municipal Education Department to establish a catch-up educational programme in at least one local school by the next school year.	<i>Awareness-raising has led MDE to consider a catch-up programme, but not to commit to it by the start of the next school year.</i>	<i>Adding media attention to awareness-raising ensured that MDE committed to a catch-up programme. Media should be used in similar actions.</i>
2. School Director of one	<i>One School Director of</i>	<i>One School Director is</i>

local school to offer catch-up educational programme in the next school year.	<i>open school has agreed to provide a catch-up course as requested by the MDE.</i>	<i>prepared to offer the catch-up programme in the coming school year.</i>
3. Ten drop-out students to attend catch-up educational programme in next school year.	<i>No progress. Parents are informed, but enrolment cannot be completed until catch-up programme is offered.</i>	<i>Enrolment completed, students to attend. Building relationships with parents from the start of the advocacy greatly helped to enrol students.</i>

Annex 1: Advocacy Tools

In this annex, you will find a collection of tools to help with your advocacy planning. This includes samples and templates for the various steps outlines in this guidebook. The materials available here are suggestions for formatting your planning and activities, which you may chose to use directly or modify to meet your circumstances or preferences. In addition to the written copies provided in this annex, you can download these materials on the ECMI Kosovo www.ecmikosovo.org under 'Publications'.

In this annex you will find:

- Action Plan Template
- Sample Advocacy Letter
- Advocacy Visit Checklist

Action Plan Template

Step 1: Identify the Problem and Solution	
Problem:	Solution:
<u>Aim:</u>	
Step 2: Set your Objectives	
SWOT Analysis:	
Strengths: • • •	Weaknesses: • • •
Opportunities: • • •	Threats: • • •
<u>Objectives:</u>	
1. 2. 3.	
Performance Indicators:	
1. 2. 3. 4. 5. 6. 7. 8. 9.	

Step 3: Identify your Target Audience				
Objective 1:	Objective 2:	Objective 3:		
•	•	•		
•	•	•		
•	•	•		
Step 4: Plan your Activities				
Target Audience:	Methods:	Message:	Information Materials:	
Timelines of Activities:				
Month/Date	Activity	Date Completed	Follow Up Activity	Date Completed

Step 5: Take Action and Follow Up

Notes on Activities and Follow Up:

Step 6: Monitoring and EvaluationMonitoring:

Method	Ongoing	Baseline (start)	Midway	End

Performance Indicators:	Baseline (start)	Midway	End
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			

Evaluation:

Performance Indicators:	Midway	End
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		

Objectives:	Midway	End

Sample Advocacy Letter

It is important to structure your written materials in such a way that you get your points across powerfully. This example letter covers most of the points you would need to address:

Name of organisation

Your address/telephone number

DATE

Dear [name],

[Introduce yourself or the organisation]

I am writing because [I/organisation] are concerned about [issue] and I/we feel that you are the best-placed person to address our worries to.

This is of great concern to [me/organisation] because [your concerns – *this could be that minority rights are being violated or a long-term fear you have*]. [Write here why you or your group are asking for change – how you are connected to the issue and your experience or expertise. Keep it short.]

[I/organisation] recommend that the following action should be taken immediately to address [issue]:

1. [state the specific actions you would like them to take]
2. [state the reasons – this is where you give facts and make your main points. Keep it brief and to the point].

By taking some or all of these actions further, not only will [benefit to the issue you raised] but it may also benefit you and your [organisation/party/team]. [State what is in it for the decision-maker – how will it help them. This could be by helping them meet their legal responsibility, showing that they are taking a lead in this area, saving money etc.]

It is sometimes useful to outline briefly what would happen if no action is taken. Be careful not to sound as if you are threatening the decision-maker or blaming them. This is just to highlight the consequences this would have on the communities or Kosovo in the long-term.

[I/organisation] would like to [state the next steps you want to happen e.g. to meet with them to discuss further your concerns, to answer any questions they may have regarding this issue etc.].

I/We will call you at the end of next week if I/we do not hear from you beforehand.

I/We look forward to hearing your thoughts on the issue, how you think you can help and when would be a convenient time to meet.

Sincerely yours,

Signature (Signatures and Names of all Supporters)

Advocacy Visit Check List

The following are basic guidelines for planning your advocacy visit:

- ***Have you requested a meeting in writing?***

Make your request in writing and keep a copy referencing when it was sent. Propose a time and date for the meeting with the issue at hand clearly stated. Highlight the significance of the encounter and present a schedule with a list of potential outcomes resulting from the meeting. It is very important to emphasize the benefits for the decision-maker, for instance, 'This meeting will present for you an opportunity to negotiate with a people who are not always willing to make contact with officials.'

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- ***Have you prepared the meeting?***

Decide who will attend the meeting. Bringing several people can be hard to manage. It is advisable to have a maximum of three people present per meeting to not seem intimidating or forceful. You should also agree on several talking points with an exact meeting plan - who takes what point, etc.

☐

- ***Are there materials you can leave behind?***

It is good to have information to leave with the office such as fact sheets or influential materials like copies of petitions or fact sheets in support of what you are advocating for.

☐

- ***Do you have specific talking points?***

It is good to keep your meeting clear and concise so preparing talking points beforehand is important. Keep the meeting short (no longer than 10-20 mins) and stick to your talking points! Draw attention to the main points. Request direct action from the decision-maker and await their response. It is vital to be clear on what the decision-maker has proposed to do in order to support you before the meeting is closed. If they ask you questions to which you are unsure of the answer reassure them that you will get back to them, and remember to do so!

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Annex 2: Additional Information and Web Links

In this annex, you will find additional resources to inform your advocacy work, including links to important websites for obtaining further information important to minority education in Kosovo. While the information here is not comprehensive, it provides a good starting point for your research. Remember that an advocate is always proactive and try to gain as much relevant information as possible throughout your actions.

In this annex you will find:

- Information and Web links on education and minority rights
- Web links on donors and organisations
- Information and Web links on education and minority institutions

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 thereby 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. 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/AConEliminati onRacialDiscrimination.pdf>
- Serbian:
<http://www.unmikonline.org/regulations/unmikgazette/04serbian/SCChri/SCintconelimin ationracialdiscrimination.pdf>
- Bosnian:
<http://www.unmikonline.org/regulations/unmikgazette/05bosniak/BRacialdiscriminatio n.pdf>
- Turkish:
<http://www.unmikonline.org/regulations/unmikgazette/06turkish/TConEliminationRaci alDiscrimination.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/AConRightsChi ld.pdf>
- Serbian:
<http://www.unmikonline.org/regulations/unmikgazette/04serbian/SCChri/SCconrightschi ld.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>

Legal Framework in Kosovo

➤ **Official Kosovo Gazette**

- Albanian, Serbian, Bosnian, Turkish: <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 to 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%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 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 opportunity 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 to the 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 competences 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 establishes 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. It is, however, required that they notify MEST about this. 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 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, which violate 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* set the content, conditions, and procedures of the Final and 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, 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 give this body the responsibility, among others, to report any instances where schools are not in accordance with the law and is not taken action 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 of 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 the 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 organizations, and increase awareness on the need to help 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 an all-inclusive education policy and finalizing the higher education legislation,
- Advancing of management and coordination in higher education,
- Developing of the management system of the higher education quality,
- Advancing of the capacity for research and scientific work,
- Establishing mechanisms for the provision and efficient managing of financial resources for the higher education development, and
- Development of a complete and functional infrastructure of the higher education.
 - 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

Donors and Organisations Web Links

Donor Coordination

- **Ministry of Education, Science and Technology (MEST)**
 - Albanian, Serbian, English: <http://www.masht-gov.net>
- **Swedish International Development Cooperation Agency (SIDA)**
 - English only: <http://www.sida.se/English/Countries-and-regions/Europe/Kosovo/>

International Organisations

- **International Civilian Office/European Union Special Representative (ICO/EUSR)**
 - Albanian, Serbian, English: <http://www.ico-kos.org>
- **European Commission/European Commission Liaison Office to Kosovo (EC/ECLO)**
 - Albanian, Serbian, English: <http://www.delprn.ec.europa.eu>
- **Council of Europe (COE)**
 - English only: <http://www.coe.int>
- **United Nations Children's Fund (UNICEF)**
 - English only: <http://www.unicef.org/kosovo/>
- **United Nations Development Programme (UNDP)**
 - Albanian, Serbian, English: <http://www.ks.undp.org/>
- **Organisation for Security and Cooperation in Europe (OSCE)**
 - English only: <http://www.osce.org/kosovo/>
- **World Bank (WB)**
 - English only: <http://www.worldbank.org/kosovo>
- **Save the Children**
 - English: <http://www.savethechildren.org.uk/en/2335.htm>
- **European Training Foundation (ETF)**
 - English only:
http://www.etf.europa.eu/web.nsf/pages/South_Eastern_Europe_Kosovo_EN?Opendocument&c=KOS
- **CARE International**
 - English only: <http://www.care.org/careswork/countryprofiles/70.asp>

Bilateral Organisations and Donors

- **United States Agency for International Development (USAID)**
 - Albanian, Serbian, English: <http://www.usaid.gov/kosovo>

- **Deutsche Gesellschaft fuer Technische Zusammenarbeit (GTZ)**
 - English only: <http://www.gtz.de/en/weltweit/europa-kaucasus-zentralasien/656.htm>
- **Austrian Development Cooperation (ADC)**
 - English only: <http://www.entwicklung.at/en/countries-and-regions/south-eastern-europewestern-balkans/kosovo.html>
- **Japanese International Cooperation Agency (JICA)**
 - English only: <http://www.jica.go.jp/balkan/english/activities/>
- **Swiss Agency for Development and Cooperation (SDC)**
 - English only: <http://www.swiss-cooperation.admin.ch/kosovo/>
- **Ministry of Foreign Affairs of Finland**
 - English only: <http://formin.finland.fi/public/default.aspx?nodeid=39903&contentLan=2&culture=en-US>
- **Ministry of Foreign Affairs of Denmark**
 - English only: <http://www.um.dk/en/menu/DevelopmentPolicy/DanishDevelopmentPolicyCountries/TheNeighbourhoodProgramme/Countries/Kosovo/>

National Organisations

- **Kosovo Foundation for Open Society (KFOS)**
 - Albanian, English: <http://www.kfos.org/>
- **Kosovo Education Centre (KEC)**
 - Albanian: <http://www.kec-ks.org/>
 - English: <http://www.kec-ks.org/Kosova%20Education%20Center/index.ang.htm>
- **Kosovo Women's Network (KWN)**
 - Albanian: http://www.womensnetwork.org/home_shqip.html
 - Serbian: http://www.womensnetwork.org/home_srpski.html
 - English: http://www.womensnetwork.org/home_srpski.html
- **European Centre for Minority Issues Kosovo (ECMI Kosovo)**
 - English only: <http://www.ecmikosovo.org/>

Education and Minority Institutions

➤ **Kosovo Government Portal**

The Kosovo Government Portal contains weblinks to all central level state institutions, some of which are provided below. It additionally provides links to each of **Kosovo's Municipal websites**, which will enable you to find specific information on the municipal institutions in your own municipality.

➤ Albanian, Serbian, English: <http://www.ks-gov.net/portal/index.htm>

Central Level:

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

The Ministry of Education, Science and Technology is the highest authority within Kosovo in the education sector. Its mission is the development of an efficient system of education that will contribute to increase the wellbeing of the Kosovar society by offering high quality education and research, with equal opportunities for all, in accordance with the values of freedom, democracy and diversity. MEST is responsible to develop national policies and standards in education, including curricula, teaching standards, professional qualifications and examination systems. It sets basic education standards for municipalities which are monitored regularly and aid the formulation of future policy. Moreover, it sets out the legal framework governing administration and education at all levels of the system. It requests the overall education budget and decides on budget allocations to municipalities according to pre-determined criteria.

➤ Albanian, Serbian, English: <http://www.masht-gov.net>

➤ **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 programs 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 dispositions for the protection of communities rights. The Ministry is especially responsible for the integration of returnees and displaced persons.

➤ Albanian, Serbian, English: <http://www.mkk-ks.org/>

➤ **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 right 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. It has as some of its specific objectives 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 lobby for their implementation.

➤ Albanian, Serbian, English: <http://www.president-ksgov.net>

➤ **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, through monitoring and coordination, and evaluate their effectiveness. The OCA 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.

- Albanian, Serbian, English: <http://www.kryeministri-ks.net>

➤ **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. Within the Assembly, twenty (20) of the one hundred and twenty (120) seats are reserved for representatives of non-majority communities. Furthermore, of the five (5) Deputy President's of the Assembly, two (2) shall be from non-majority 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. 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.

- Albanian, Serbian, English: <http://www.kuvendikosoves.org/?cid=2,1>
➤ Albanian, Serbian, English: <http://www.kuvendikosoves.org/?cid=2,110,77>

➤ **Advisory Office on Good Governance, Human Rights, Equal Opportunities and Gender**

The Advisory Office on Good Governance, human Rights, Equal Opportunities and Gender, within the Office of the Prime Minister, is responsible for reviewing legislation, as well as policies, procedures and practices, for compliance with applicable human rights standards and practices of good governance and for making recommendations to the Prime Minister and relevant ministries accordingly.

- Albanian, Serbian, English: <http://www.kryeministri-ks.net>

Municipal Government

➤ **Education Development Offices (EDO)**

Education Development Offices are attached to MEST. EDOs oversee the implementation of professional policies at the municipal level. They support policies for the curriculum implementation, education standards and assessment at the local level. EDOs 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 Directorate (MDE)**

Municipal Education Directorates are responsible for the provision and maintenance of the education infrastructure, comprising of school buildings and equipment,

transport, or textbook acquisition, as well as the management of education funds and education staff. The MDE is headed by the Municipal Education Director (MED).

➤ **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 required by UNMIK regulation UNMIK/REG/2007/30 in municipalities that have a substantial minority population and continue to fill their mandate, despite being absent from Kosovo legislation.

➤ **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.

➤ **Municipal Director for Educational Administration Services**

Each municipality has to appoint a Municipal Director for Educational Administration Services and provide him with sufficient staff to perform the duties required under the law. He is responsible for educational administration services sufficient for the functions of pre-primary, primary, lower secondary, upper secondary and higher education in accordance with the law.

➤ **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 enrollment, the number of teachers, and class sizes. A municipality receives more funding for students belonging to minority communities enrolled in its schools. The Municipal Finance Department is responsible for allocating these grants among the different educational institutions.

Local Level

➤ **School Boards**

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.

➤ **School Directors**

The School Director is the day-to-day manager of the school, responsible to lead the school, promote high quality education, promote equal opportunity for all pupils, especially girls and members of minority communities, create a positive and supportive learning environment and oversee financial school management. The School Director is responsible to manage teachers and ensure their professional development, to promote the active involvement of parents in the education of their children and pupils enjoy the right to education through the national and local curriculum.

➤ **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.

➤ **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. They have recommended that parent councils be established in all primary and secondary schools, which have been often established. Contact your local to school about your local parent council.

➤ **Pupils' Councils**

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.

➤ **Parents**

Parents are responsible to enrol their children in school and ensure that they attend regularly, which is a legal obligation. 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.

Annex 3: References and Acknowledgements

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<http://www.ces-vol.org.uk/index.cfm?format=21>

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