

EDUCATION IN SERBIAN LANGUAGE IN KOSOVO



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ECMI Kosovo is the principal non-governmental organisation engaged with minority issues in Kosovo, with the overarching aim to develop inclusive, representative, community-sensitive institutions that support a stable multi-ethnic Kosovo. ECMI Kosovo contributes to the developing, strengthening and implementation of relevant legislation, supports the institutionalisation of communities-related governmental bodies, and enhances the capacity of civil society actors and the government to engage with one another in a constructive and sustainable way.

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LIST OF ABBREVIATIONS

Coe	Council of Europe
EU	European Union
IOM	International Organization for Migration
MEST	Ministry of Education, Science and Technology
UNMIK	United Nations Mission in Kosovo
USAID	United States Agency for International Development

EXECUTIVE SUMMARY

Education represents a fundamental pillar of Kosovo's legal framework for the protection and promotion of the rights of communities including the right to receive public education in their own language. At current, there are two parallel education systems operating in Kosovo. One of them is run by the Government of Kosovo, more specifically the Ministry of Education, Science and Technologies (MEST), which provides education in Albanian, Turkish and Bosnian languages. The other is run by the Republic of Serbia and its Ministry of Education, Science and Technological Development and provides education in the Serbian language. These two education systems in Kosovo do not recognize each other and there is no convergence between the systems at any level: they have been coexisting separately since 1999. This study's remit does not include the legal status of the parallel Serbian education system in Kosovo

There is a remarkable lack of knowledge on the Serbian education system in Kosovo. No study thus far has mapped the exact outreach of Serbian-language schools in Kosovo or the conditions under which such schools operate. In light of this, ECMI Kosovo's mission is to outline the factual situation regarding the current conditions of the Serbian education in Kosovo, and to map and assess its quality, challenges and shortcomings through measurable indicators inspired by EU educational standards. The goal is to address necessities by means of a detailed policy for the advancement of the education provided in the Serbian language in Kosovo.

The data collected is heterogeneous and reveals substantial diversity between the four municipalities in the north of Kosovo and the Serb-majority areas scattered throughout the rest of Kosovo. It can be observed that schools in the four northern municipalities have better working conditions and equipment than the schools in the rest of Kosovo. The evaluation highlights serious concerns about infrastructural deficiencies and lack of space. In the south of the country schools are located in buildings not intended for this purpose. The biggest concerns are hygienic conditions and lack of indoor toilets, especially in the schools situated in the Gora region.

The initiatives to assist Serbian-language schools in Kosovo have so far been fragmented and somewhat inconsistent. The northern municipalities benefit from proximity with Serbia and numerous opportunities for joint workshops, seminars and other initiatives. For this reason, ECMI Kosovo advocates for a coordinated action to support Serbian-language schools. Proper financial coordination among Kosovar authorities, the Serbian government and the international community would allow for an efficient use of both money and energy. This should be preceded by a political agreement between Belgrade and Pristina on this topic. A common plan should be drafted for long-term support and to create sustainable solutions.

1. INTRODUCTION

One of the central principles in the protection of minority rights is access to education in one's own language.¹ This is considered a vital measure to protect against assimilation and is deemed essential for the development of a minority's identity and intercultural dialogue. In line with international legal standards, Kosovo's constitutional law guarantees the right of communities to express, maintain and develop their culture and preserve essential elements of their identity,² including language, and to use their language in private and public. Education represents a fundamental branch in Kosovo's legal framework for the protection and promotion of the rights of communities including the right to receive state-provided education in their own language. Members of all communities also have the right to establish and to manage their own private educational and training establishments, for which public financial assistance may be granted.³

At current, there are two parallel education systems operating in Kosovo. One of them is run by the Government of Kosovo, more specifically the Ministry of Education, Science and Technologies (MEST), which provides education in Albanian, Turkish and Bosnian. The other is run by the Republic of Serbia and its Ministry of Education, Science and Technological Development and provides education in Serbian. Schools providing Serbian-language education are located in six districts of Kosovo: Ferizaj/Uroševac, Gjilan/Gnjilane, Mitrovica/Mitrovicë, Pejë/Peć, Prishtinë/Priština and Prizren (i.e. all the districts except Gjakova/Đakovica). It is estimated that approximately 17,456⁴ pupils attend Serbian-language schools, including 69 primary and 34 secondary schools.

The practice of parallel education in Kosovo goes back to the period preceding the 1998-99 conflict. After the Republic of Serbia annulled Kosovo's autonomy in 1980-90, the Albanian community withdrew from the formal education network and organized a parallel private education system, which was not recognized by Serbia. Parallel education systems have persisted until the present, albeit with a complete role reversal. After the war and establishment of United Nations Mission in Kosovo (UNMIK) administration and after the proclamation of the independence of Kosovo, Kosovo's Albanian education network was developed into a formal education system. The Serbian-language system was reduced to the status of parallel network, although – unlike the Albanian private education network of the 1990s, which did not receive any external support – it receives the support and recognition of the Serbian state.

From the end of the war until today, the parallel education systems in place do not recognize each other and there is no cooperation or dialogue between them. There are notable differences between the two systems. For example, Kosovo's primary education starts at six years old, while the Serbian-language schools start one year later. There is also divergence in the way that school years are organized: nine years of elementary education plus three of secondary for the Albanian schools,⁵ eight plus four for the Serbian minority.⁶

¹ Council of Europe, Framework Convention for the Protection of National Minorities (1995), Art. 5 and art. 6.

² Constitution of the Republic of Kosovo, art. 59.

³ Full text: http://www.assembly-kosova.org/common/docs/ligjet/2008_03-L047_en.pdf

⁴ The institution "Milun Jarsić" in Skenderaj/Srbica, Agricultural School and Gimnasium in Lipjan/Lipljan and the primary schools "Sveti Sava" in Susica and Obiliq did not provide any statistical information.

⁵ Law on Pre-University Education in the Republic of Kosovo, Art. 9:

<http://www.kuvendikosoves.org/common/docs/ligjet/Law%20on%20preuniversity%20education.pdf>.

⁶ Law on the Foundations of the System of Education and Upbringing (ЗАКОНА о основама система образовања и васпитања), 2017. <https://www.pedagog.rs/wp-content/uploads/2017/10/zosov2017.pdf?v=e892e780304d>

With regard to the distribution of power in the two systems, Kosovo's legal framework entrusts the management of pre-university education to the competence of the MEST and the municipalities.⁷ The jurisdiction of the Ministry includes the implementation of legislation and policies for quality development, the accreditation of qualifications and institutions, determination of the specific grant for education at the Grant Commission, length and timing of the school year, maximum class sizes and examinations, and provision of technical assistance for municipalities to ensure the adequacy of school facilities. Municipalities are responsible for the construction of education and training facilities, maintenance of the education premises and equipment, provision of a healthy environment for pupils, and cooperation with parents and other public authorities. On the Serbian side, education is assigned to the Ministry of Education and Sport of the Republic of Serbia, without any decentralization to municipalities. Higher education represents a hybrid issue and is not included within the remit of this report.⁸

This report has two primary aims. Firstly, the report is an attempt to address the lack of knowledge and transparency concerning Serbian education in Kosovo. No study to date has mapped the exact scope of the network of Serbian-language education in Kosovo. A second main purpose is to highlight through easily measurable indicators the basic needs of students, children, teachers and institutions, with a view to fulfilling them by means of a detailed policy on the advancement of education provided in Serbian.

This report presents factual information on the current conditions of the Serbian education in Kosovo. In evaluating the collected data, the report will not deal with the political organisation of the education system, and the study is intended neither to examine the salaries or curriculum in schools, nor to control or examine their textbooks, but rather to deal exclusively with the manner of operation and functioning as a basis for action. The report is to be considered a basic information document, supporting measures for improving the quality of Serbian-language education in Kosovo and providing a wealth of information and knowledge to policy-makers, Kosovar authorities, Serbian authorities and to the EU as a mediating party in strengthening cooperation between the two systems. Such measures are imperative in order to meet the need for increased representation of non-majority communities within the public and civil society and private economy initiatives. Kosovo has the youngest population in Europe, meaning that youth represents significant human capital for the political and economic development of the country. In line with this, adequate education for members of all communities is a prerequisite for equal access to the labour market, the development of the public sector, job creation and for fostering the representation of all municipalities in the public and civil sphere.

⁷ Law on Pre-University Education in the Republic of Kosovo, Art. 3: General Principles: "It shall be the general duty of the Ministry, the municipalities, the educational and/or training institutions and all other bodies engaged in the provision of pre-university education, as regulated by this Law and other applicable laws, to plan and deliver an efficient, effective, flexible, inclusive and professional service designed to provide all pupils with equal opportunities in access to education in accordance with their specific abilities and needs and to promote their educational and social development."

⁸ Law on Education in the Municipalities of the Republic of Kosovo, Art. 14:

http://www.gazetazyrtare.com/e-gov/index.php?option=com_content&task=view&id=155&Itemid=56&lang=en

2. PROCESS AND METHODOLOGY

This report is based on analysis of data pertaining to a selected number of indicators for measuring the quality of education in Serbian-language schools in Kosovo. The data was collected through interviews and questionnaires that four experts conducted with representatives of primary and secondary schools and of municipalities.

2.1. Interviews

The relevant data was gathered through visits to all the institutions providing education in the Serbian language in Kosovo and interviews with the personnel of the schools. A total of 103 schools were visited by our team of researchers. The majority of the interviewees are school directors (69); followed by school secretaries (10), school psychologists (7), head accountants (2), one deputy director and one teacher. The interviews were carried out verbally; those who preferred only to fill in the questionnaire without any meeting were able to do so. The interviews were of a semi-structured nature on the basis of a questionnaire, which was carefully designed with the purpose of collecting qualitative and quantitative data to facilitate a comprehensive evaluation of the quality and challenges facing Serbian-language education in Kosovo. The semi-structured nature of the interviews also allows for comparison. However, the questionnaire was not followed rigidly; the field researchers used the questionnaire as a framework for an open dialogue. The field researchers allowed the interviewees to talk openly about their personal thoughts and concerns with regards to Serbian-language education in Kosovo. Considering the sensitivity of the topic, overtly political issues were not raised in the questionnaires in order to create a trustworthy environment where the interviewees were more inclined to share their thoughts and needs. The interviewees had the right to stop the interview at any time and anonymity was guaranteed. The field researchers were as unobtrusive as possible, avoiding any kind of insistence or perceived invasion of privacy.

2.2. Development of indicator matrices based on EU standards

The interviews were designed in such a way as to provide data pertaining to a number of indicators allowing for a multifaceted quality assessment of Serbian-language education in Kosovo.

The indicators were identified through extensive preliminary desk research. The aim was to target indicators that were effective, measurable and comparable. In the end, 19 qualitative and quantitative indicators were selected. These were inspired by well-established indicators for quality assessment of education, developed by the European Commission.⁹ Some of them have been adopted for this research: information and communication technologies, parent participation, education and training of teaching staff. Other criteria are inspired by specific circumstances of the educational situation in Kosovo.

The indicator matrices are categorized into seven main research themes: (a) location and type; (b) statistical information; (c) infrastructure and facilities; (d) teaching materials and teaching staff; (e) educational achievements and dropout rates; (f) parents and community working; (g) cooperation and exchanges; (h) external support and/or investment; (i) challenges.

⁹ European Report on the Quality of School Education, Sixteen Quality Indicators. Directorate General for Education and Culture – European Commission, 2000. <http://aei.pitt.edu/42406/1/A6503.pdf>

a. Location and Type

This category of indicators evaluates the main characteristics of the school: level of education provided, geographical location of the community it serves and any detached structure located in other public or private buildings. This indicator helps to monitor the geographic coverage and reach of Serbian-language education in Kosovo. Another element that was evaluated within this category of indicators was the distance and types of transport from the students' place of residence to the schools and whether the schools provide special transport for students.

b. Statistical information

This group of indicators provides quantitative information on statistical details of the schools pertaining to the number of students, class sizes, student-teacher/professor ratio and duration of the school day. Data have been disaggregated by gender and community. Particular attention was placed on special education for students with learning disabilities. This type of data is then compared with (e) Educational achievement indicator, for an evaluation of any specialized teaching for this category of students.

c. Infrastructure and facilities

With this group of indicators, the quality of the infrastructure and facilities was examined. In particular, the indicators provided data on the size and conditions of school buildings, furniture, indoor/outdoor facilities, extra amenities designated for special activities (such as youth centers, gym halls, laboratories), and facilities for providing food. To complete this information, the researchers visited the school premises in order to observe the conditions and list facilities.

d. Teaching materials and teaching staff

A relevant evaluation of the quality of education involves an analysis of the physical state and quality of the teaching materials, and of whether the materials provided are sufficient to cover the teaching curricula. This group of indicators also examined the use of technology – especially computers – in the educational process. Attention was also given to the professional development of teaching staff, specifically whether training is offered and whether networking among teaching staff is encouraged. The questionnaire included an explicit question about training courses, their conditions and typologies (pedagogical or subject-based).

e. Educational achievements and dropout rates

Educational achievement and dropout rates represent a fundamental category of the European evaluation standards, as they reveal schools' capacity to successfully reach out to the entire school-age population, including members of vulnerable groups. Indicators in this domain included the average performance of students, attendance and dropout rates and students who continue their education.

f. Parents and community working

The school plays an important role within the community, both directly, through the engagement of parents and other community representatives, and indirectly, as an important social institution.

This category of indicators provides data on the establishment of council or other parental bodies and the social role of the school within the community.

g. Cooperation and exchanges

This set of indicators analyses the frequency and types of cooperation or exchanges with other Serbian and non-Serbian language schools.

h. External support and/or investment

These indicators analyse the amount and type of support and investment received besides government funding.

i. Challenges

This section constitutes the questionnaire's final open question, giving the interviewees the opportunity to address freely any particular challenge for the future. Considering the aim of the research, this question is highly relevant for analyzing the weight and importance that is attributed to particular needs and requirements by the staff in the schools themselves.

3. KEY FINDINGS AND EVALUATION OF INDICATORS

a. Location and type

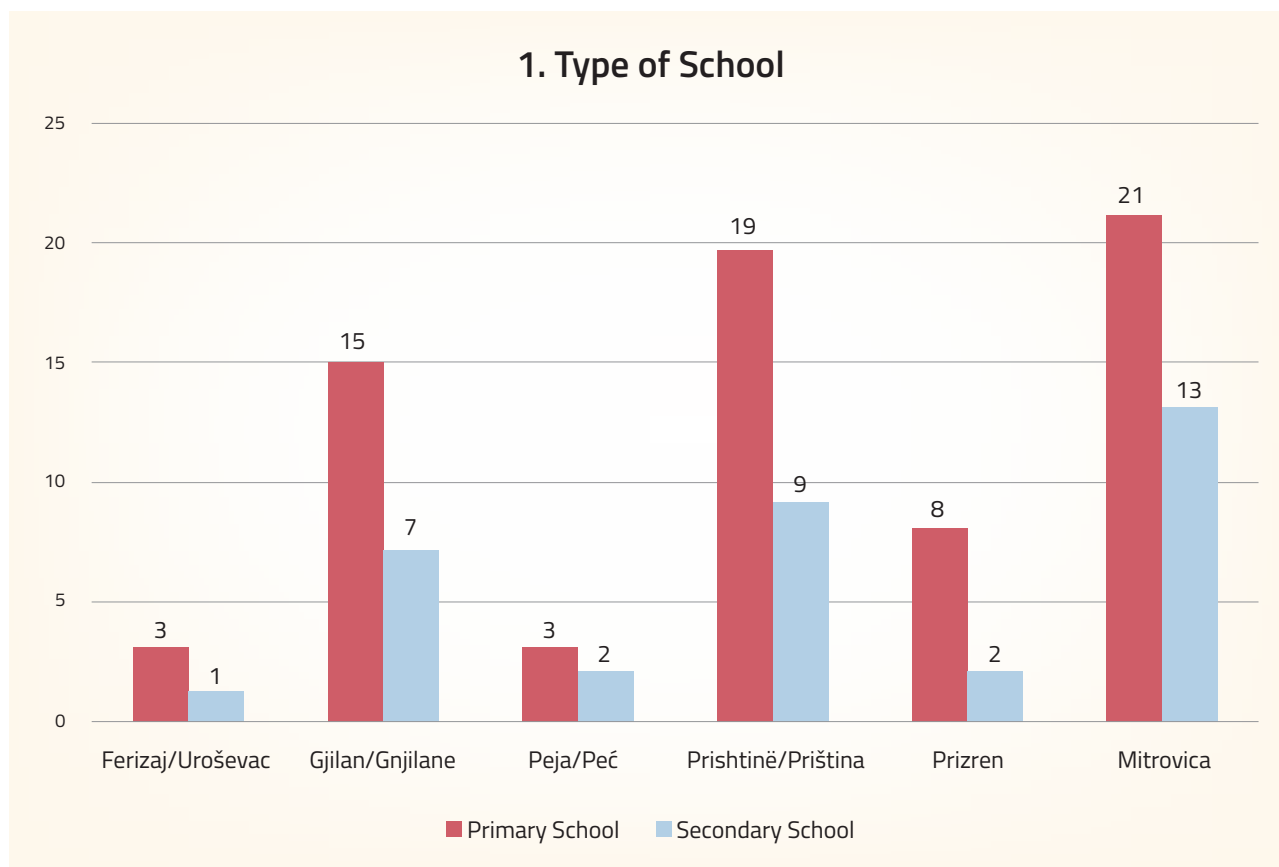


Chart 3.1

The majority of schools providing Serbian-language education in Kosovo are primary schools (69). The district with the highest number of Serbian-language schools is Mitrovicë/ Mitrovica with 34 Serbian-language schools – 16 of them in the city of Mitrovica/Mitrovicë itself followed by Prishtinë/Priština (29) and Gjiilan/Gnjilane (22). The largest coverage is in the northern and eastern part of the country, where the Serb community is most numerous. There are 34 secondary schools and most of them are located in the centers of the Serb-majority municipalities: Mitrovica/ Mitrovicë, Leposavić/Leposaviq, Štrpce/Shtërpçë, and Gračanica/Gračanicë. The four secondary schools in the districts of Pejë/Peć (Gorazhdevc/Goraždevac) and Prizren (Dragash/Dragaš) are the exception to this rule.

In the majority of cases school transport is provided, especially for students who travel more than 3-4 km to the school. However, the quality of transport is generally very low. In the south of Kosovo, especially in the regions of Gora and Štrpce/Shtërpçë, a few buses cover 20-30 villages every morning to transport students. The situation gets worse during wintertime due to lack of fuel, delays and frost. In some cases, pupils must wake up at around 5am to catch the bus. This routine negatively affects students' performance and generates low educational outputs.

Notwithstanding this, there are some examples where even if school buses are available, students prefer to walk or are taken to school by private transport. When public transport is irregular, private transportation is supplied for security reasons. For distances less than 2 km, there is usually no school transport provided. Three notable exceptions should be mentioned:

- The primary school “9 Maj” in the Gora region’s village of Rapča does not provide any school transport due to insufficient financial resources. Considering the significant distance for many pupils (about 3 km), the school’s director transports a number of students to school with his private car.
- In Mitrovica/Mitrovicë, the “Kosovski Božur” school for students with special needs is located up to 20 km away from students’ place of residence. Nevertheless, it does not provide any special transportation.
- In Zvečan/Zveqan, the primary school “Vuk Karadžić” does not have any school buses for transporting the students even though the distance to the students’ home is in some cases about 7 km.

Satellite units are a very common phenomenon in the Serbian education system. The total sum of such classes in Serbian-language schools in Kosovo is 141. Main buildings are located in the centers of the municipalities, but, in order to facilitate access to education for pupils that reside further away from the centers, separated structures usually covering the first to fourth grade are situated in smaller villages. Satellite units are mostly scattered in the southern regions, where Serb communities are more isolated from municipal centers. The most relevant cases include the primary school of Gorazhdevc/Goraždevac reporting 12 separate classrooms. In Štrpce/Shtërpçë, there are around 327 pupils in 12 relocated branch classes. In the district of Gjilan/Gnjilane approximately 1000 students are in classes located outside the main building. Almost all the separated structures are located in public premises.

School “5 October” in Globočica, Gora

This school can be used as a case study exemplary of the situation at many schools in the Gora region. There is a serious lack of space, which hampers normal educational activities and development. In this school, to guarantee the schedule of classes, students are divided into three different shifts. The director has highlighted a need to expand the school’s premises. In addition, there are not enough benches and chairs for all students, causing a serious problem. Sanitary facilities are in need of renovation. Unfortunately, it is not uncommon for the schools in this region to have toilets outside of the school premises.

b. Statistical information

This section will analyse the number of students attending Serbian-language education, with a general quantitative overview of class size, students-teacher/professor ratio, curricular hours and number of students in special education. Data are disaggregated according to gender and ethnicity.¹⁰

¹⁰ During the survey, four schools in the region of Prishtinë/Priština did not provide any information: Agricultural School and Gimnasium in Lipjan/Lipljan and the primary schools “Sveti Sava” in Susica and Obiliq.

2. Number of students according to gender

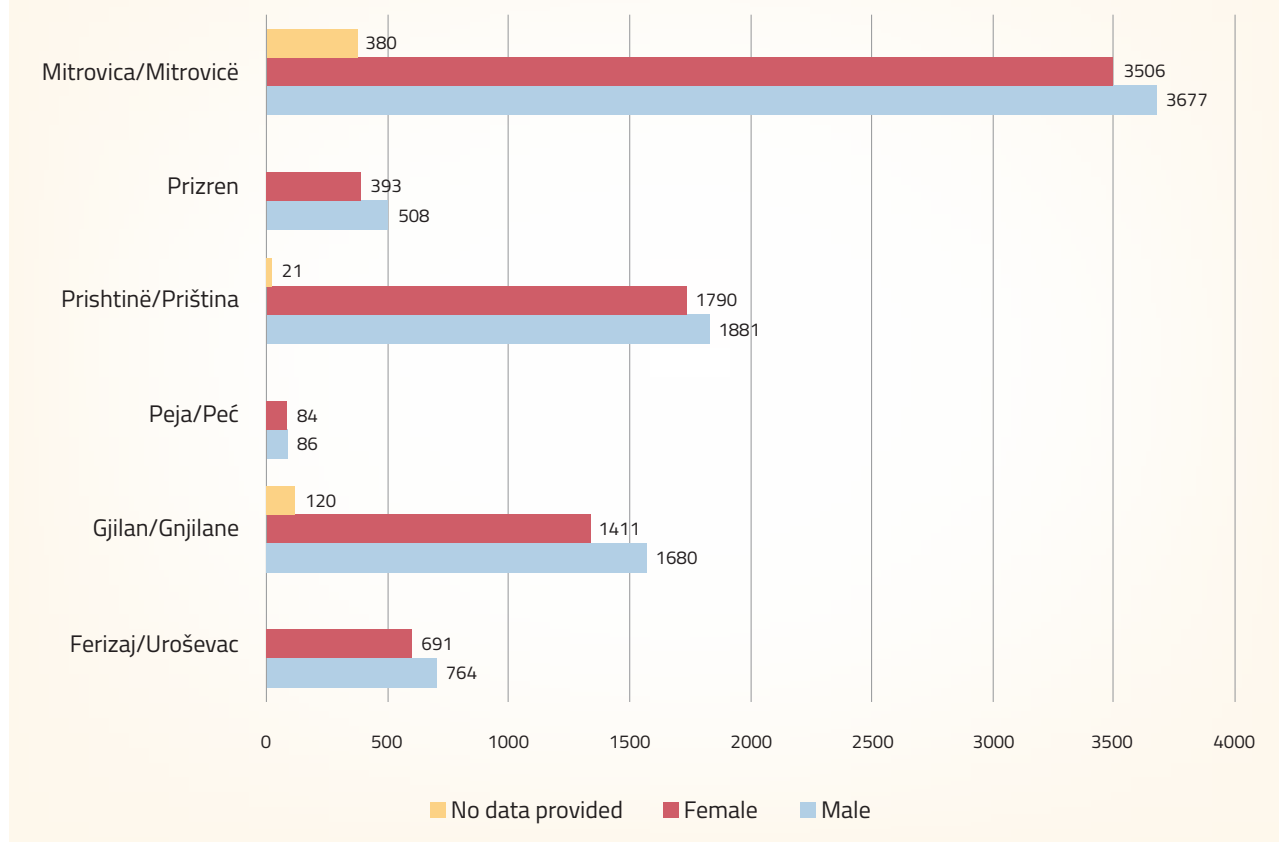


Chart 3.2

The number of students attending Serbian-language education generally reflects size of the Serb community in the district. The gender balance is relatively equal even except for technical schools, which present a higher number of male students. The electro-technical secondary school “Miladin Popović” in Gračanica/Graçanicë has a total of 138 male students and only four females attending. At the Economics-Tourism secondary school in the village of Mlika in the Gora region, the proportion of male to female students is three to one. In Mitrovica/Mitrovicë, the Technical Institute and the Technical School “Mihajlo Petrović Alas” count only 25 female students within a total population of 278 students. On the other hand, in medical schools the majority of the students are typically female. A case that illustrates this is medical boarding school Mitrovica/Mitrovicë, attended by 367 female and 160 male students.¹¹

The third bar chart shows the numbers of students of non-Serb ethnicities attending Serbian-language education in Kosovo. According to the questionnaires, only one Albanian student attends Serbian-language education, at the elementary school “Veljko Dugošević” in Ranilug/Ranillug. The Roma minority is particularly prominent in Serbian-language schools, with an approximate total of 831 pupils at elementary level and 83 at secondary, mostly concentrated in the municipalities of Gjilan/Gnjilane, Gračanica/Graçanicë, Mitrovica/Mitrovicë, Kamenicë/Kamenica and Vushtrri/Vučitrn.¹²

¹¹. As mentioned in the chart, some data cannot be categorized by gender, since 4 schools did not provide information on the gender of the students (Technical School “Dragi Popović” in Gjilan/Gnjilane, “Dimitrije Prica” in Prishtinë/Priština, “Nikola Tesla” in Leposavič/Leposaviq, and the Primary School “Milun Jarsić” in Skënderaj/Srbica).

¹². Two primary schools in Mitrovica (Pedrag and Miodrag Mihajlovic and Desanka Maksimovic) which are attended only by Roma students did not provide information on the number of students.

3. Number of students from non-majority communities

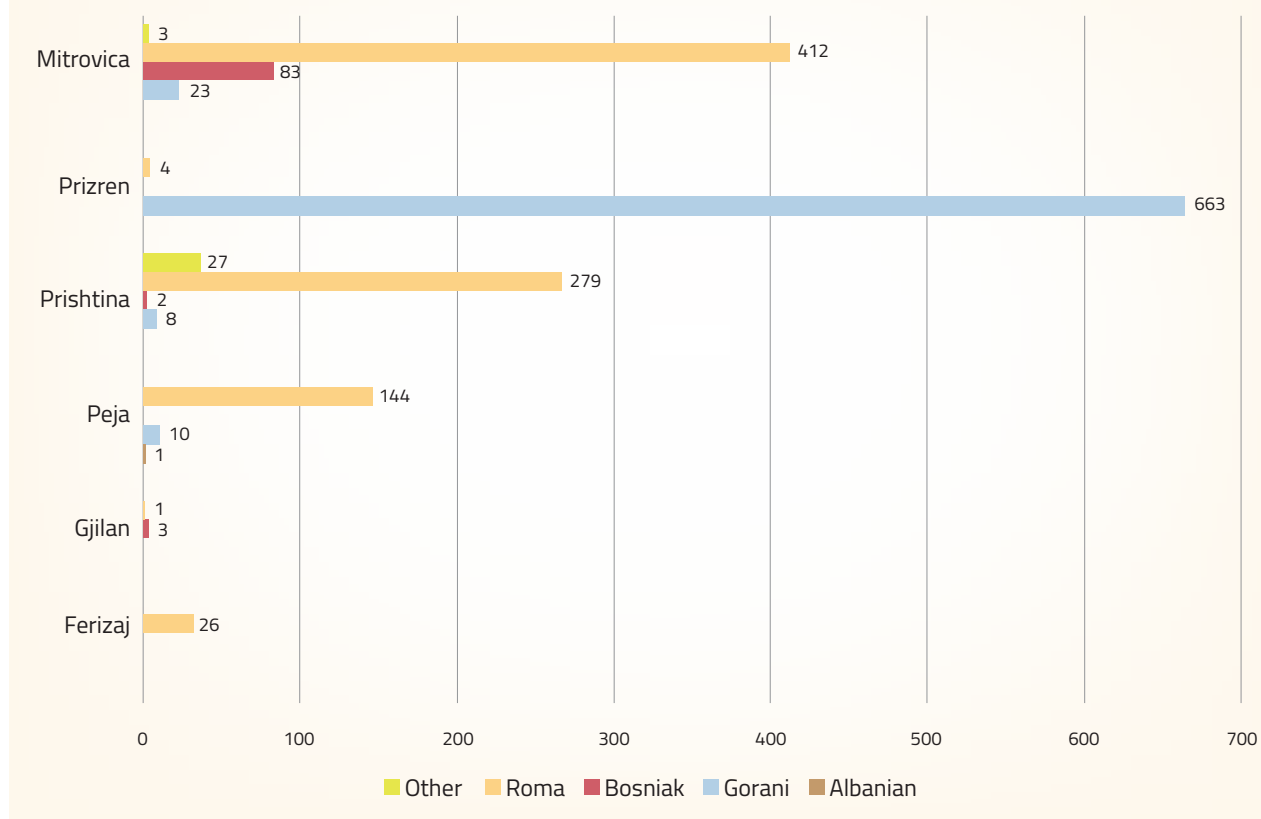


Chart 3.3

Two schools in Gračanice/Gračanica and in Mitrovica/Mitrovicë deserve mention for the large number of Roma children. In the elementary school “Miladin Mitić” in Gračanica/Gračanice, 111 Roma students are registered out of 456 in total. The school “Dositelj Obradović” in Mitrovica/Mitrovicë is attended only by Roma pupils (85), as well as the two primary schools “Pedrag and Miodrag Mihajlović” and “Desanka Maksimović” which did not provide information on the number of students. The Gorani community attends five schools in the Gora region with a total number of 593 pupils. Gorani also attend Serbian-language schools in the Mitrovica/Mitrovicë area. A substantial number of Bosniak students attend Serbian-language schools in the Mitrovica/Mitrovicë region, 77 in total. The “Sveti Sava” elementary school in Mitrovica/Mitrovicë is attended by 22 Bosniak students, out of a total of 817 students. The reasons why students from Bosniak communities choose to attend Serbian education instead of Bosniak-language schools are cultural and geographical. In some cases their options are limited as Bosniak language schools are too far away. In other cases, they prefer to attend Serbian-language schools due to scepticism about their professional future in Kosovo or as a natural compliance to familiar customs. Finally, a very small number of representatives of other ethnic groups attend Kosovo’s Serbian-language schools, mainly in Mitrovica/Mitrovicë and Gračanica/Gračanice. Specifically, the survey noted three Croats, one Montenegrin, one Turk and one Czech. In the municipality of Lipjan/Lipljan, gravitated by the village of Janjevë/Janjevo, inhabited by a majority of Croats, the school “Vladimir Nazor” counts 24 Croat students.

4. Average number of students per teacher

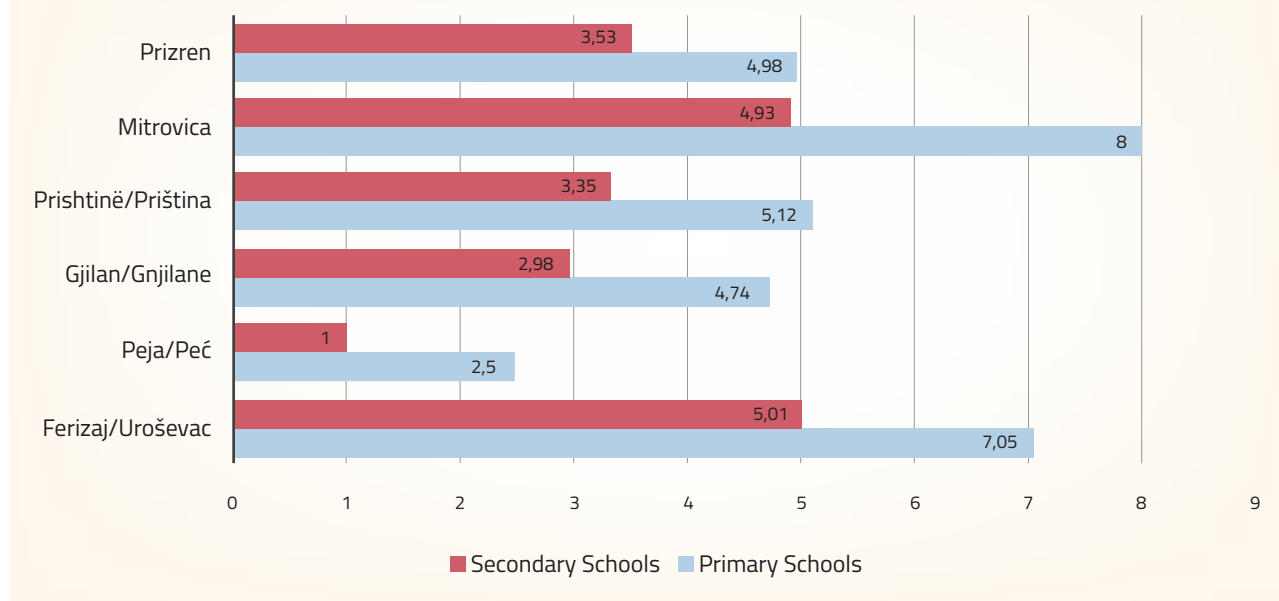


Chart 3.4

Focus: decreasing number of students

The district of Pejë/Peć and the region of Gora highlight a lack of students. The main reason is emigration or relocation to Serb-majority municipalities. In these regions schools are scattered among distant villages and are only attended by a few children each. These schools face a serious risk of closure due to lack of students and financial resources.

Similarly, a few schools in Gjilan/Gjilan are attended by less than 20 children. This is the case of the two primary schools, "Branko Radicevic" and "9 Maj" in Kamenicë/Kamenica. Whilst the infrastructure of both schools is very poor, the main challenge expressed by the interviewees was the lack of students. The main consequence of a small number of registered children is an uncertain future and risk of closure for these schools. The decreasing population of students seems to represent a significant problem for Serbian language schools, as evidenced by the survey.

The European average for students per teacher/professor is 14:1 for primary schools and 12:1 for secondary schools. The data for Serbian-language schools in Kosovo is clearly below the European average. Half of the primary schools and 72% of the secondary schools have an average of less than 5 students per teacher/professor. The explanation is the high number of satellite classrooms separated from the main building, which have their own teachers but often a low number of students. In addition, the number of teachers/professors does not depend on the total number of students, but on the subjects taught. Hence, even if a class includes few students, the number of teachers/professors depends on the number of subjects they teach.

Average class sizes correspond to school capacity. For schools attended by less than 50 pupils, classes are composed of a very small number of students – normally between three and seven children. In schools with over 50 pupils, the classes are usually composed of seven to fifteen students. In the case of bigger institutes with more than 250 students, classes are composed of about 25-30 students. The lowest numbers of students per teacher/professor are registered in the Ferizaj/Urosevac, Pejë/Peć and Gijlan/Gnijlane districts, where it is not uncommon to find primary schools with on average less than one student per teaching staff.

Concerning the average length of the school day, there are no particular cases to be highlighted. Overall the average duration of a school day is between four and six hours for all Serbian-language schools in Kosovo. Many schools organize morning and afternoon shifts due to lack of space. In some cases schools have to manage up to three shifts per day, especially in the southern districts.

Special schools for students with learning disabilities are located in Mitrovicë/Mitrovica, Leposavić/Leposaviq and Gračanice/Gračanica. The school “Kosovski Božur” in Mitrovica counts 46 students with special needs. The school “Leposavić” in Leposavić/Leposaviq has 30 students with special needs. In Gračanica/Gračanice students with special needs attend the schools “Kralj Milutin” and “Knez Lazar”, amounting to 5 students per school.

c. Infrastructure and facilities

A particular problem faced by Serbian-language schools in Kosovo is that many of them make use of buildings that were not originally intended for education or are in dire need of renovation and investment. A related issue is that in many cases secondary schools that were located in larger city centers before the war of 1998–99 were relocated to smaller premises of elementary schools in the cities’ periphery, which often do not have adequate infrastructure or space. For example, the secondary school for car mechanics in Gračanica/Gračanice was relocated from Prishtinë/Priština (where the school was located before the war) to the primary school building “Kralj Milutin”. As a consequence, the primary school does not have enough space for its 684 pupils and education has to be organised in shifts. The region of Mitrovica emerges as a major concern, where four schools and two faculties have to share the same premises. A similar case is the Gymnasium in Shillovë/Šilovo, which was relocated from Gijlan/Gnijlane, the Electro-Technical High School and the Medical School, which were relocated from Prishtinë/Priština to Gračanica/Gračanice, and the Economic and Tourism School, which was relocated from Dragash/Dragaš to the premises of the elementary school in Mlikë/Mlike.

The most alarming case is represented by two primary schools in Kosovska Mitrovica (“Pegrad and Miodrag Mihajlović” and “Desanka Maksimović”) attended by Roma students. These two schools use the premises of the “Sveti Sava” school.

Primary and Secondary School in Rahovec/Orahovac

The case of this school is very concerning. The primary school and the gymnasium share the same premises, like many schools mentioned. However, the biggest issue is not a lack of space but the inadequate premises and the structure of the building. As designed, its primary purpose was not for teaching activities but for cultural events. The furniture is lacking and is absolutely inadequate for educational activities. The school does not have a playground or yard where the children can play. Heating is arranged with old stoves using solid fuel. The school does not have any laboratories, cabinets or sports hall, as its premises were not even designed to be classrooms.

When it comes to access to educational facilities, the situation is very different when comparing the schools in the four municipalities in the north of Kosovo with the schools located south of the Ibër/Ibar River. Schools in the north generally have better infrastructure and access to supporting facilities than those in other parts of Kosovo. This difference is explained by the investments and direct support received from the Republic of Serbia. The table below presents the supporting facilities Serbian- language schools have at their disposal.

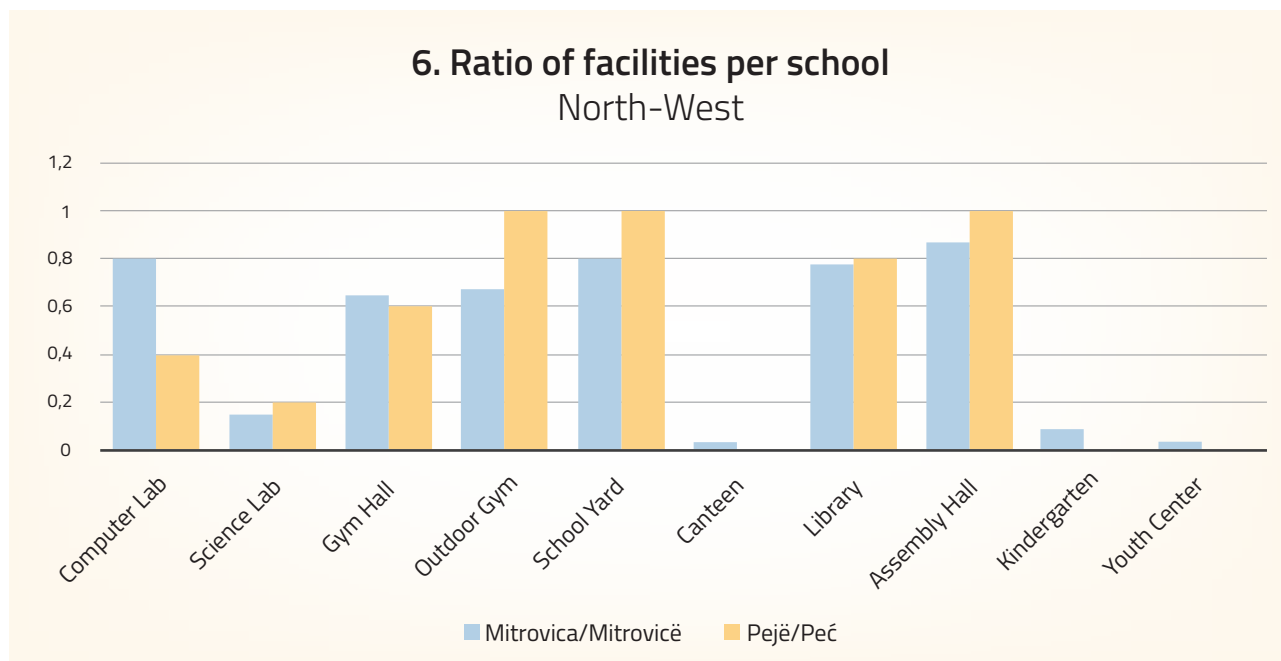


Chart 3.6

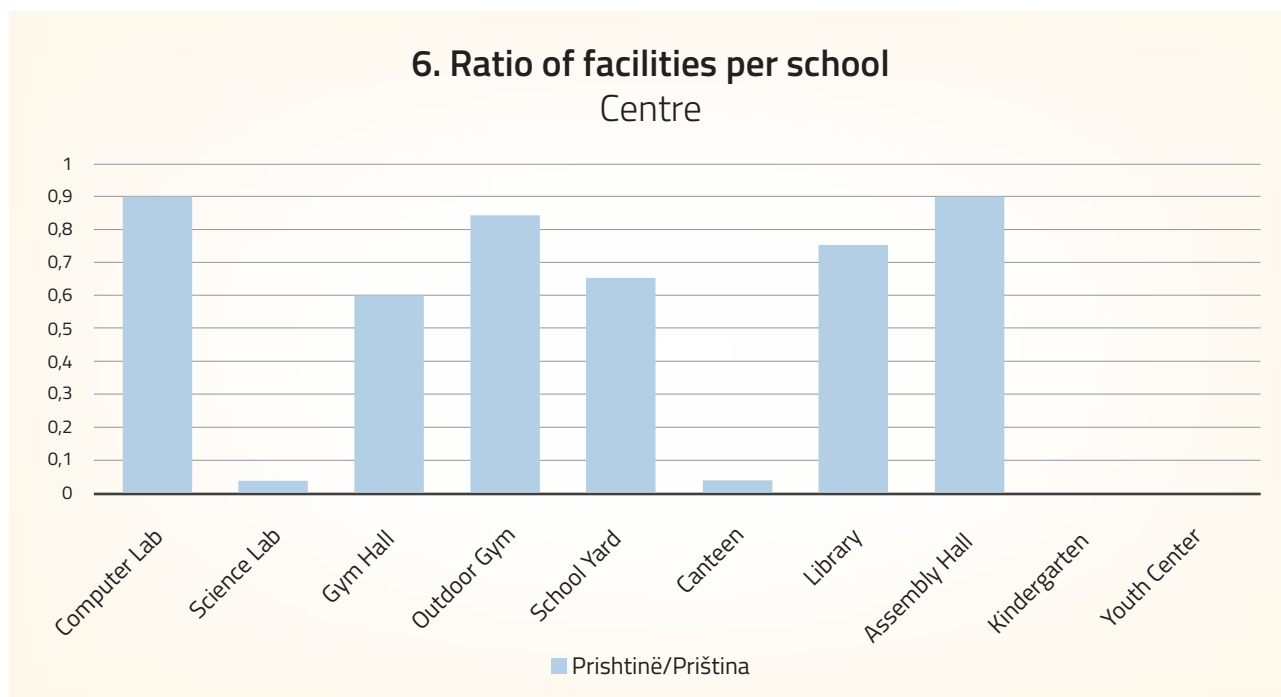


Chart 3.7

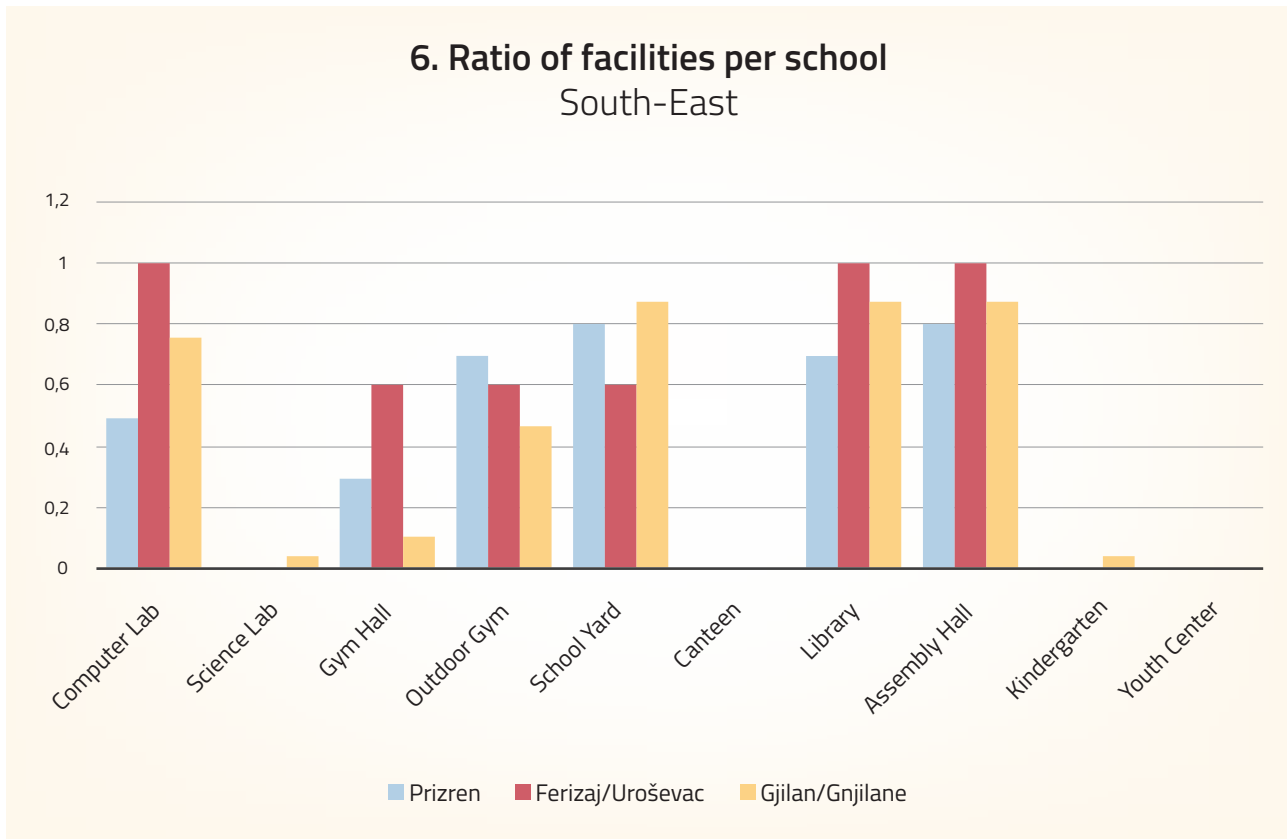


Chart 3.8

For a comprehensive picture of the distribution of facilities within the country, the charts focus on three geographical areas: north-west (Mitrovicë/Mitrovica and Pëjë/Peć), central (Prishtinë/Priština), and south-east (Uroševac/Ferizaj, Gjilan/Gnjilane, Prizren). The analysis takes a “negative” approach and first identifies recurring shortcomings regarding facilities and infrastructure. Science labs, cabinets, canteens, preschools and youth centers are the less common facilities. The least equipped region proves to be Prizren, in the south. The absence of canteens in schools is justified by the average duration of the school day, which doesn’t last longer than five to six hours. Boarding schools such as the Medical Boarding School in Mitrovicë/Mitrovica have separate canteens, which are in very good condition. However, the same school lacks any kind of scientific laboratory, essential for its learning outcomes. Only a few Serbian-language youth centers are active in Kosovo, and they are all located in the Mitrovica/Mitrovicë region.

With regard to the other facilities under evaluation, outdoor facilities are a returning concern for primary schools, where children need proper space to play. Some schools do not even have a proper playground, or their playgrounds are not safely fenced. The research visits recorded situations where changing rooms were located outside of the school premises, particularly in the case of “Dostelj Obradović” School in Novo Brdo/Novobërdë and “Blagoje Radić” in Zubin Potok. The repeated complaints made by the interviewees indicated that indoor premises are generally in need of renovation and furniture change. Lack of toilets inside the buildings also represents a serious concern. In the Gora region the need for renovation and improvement of hygienic conditions is extremely urgent.

The distribution of IT equipment, which has an increasingly prominent place in contemporary education, varies greatly between the regions. Municipalities of Prishtinë/Priština, Mitrovica/

Mitrovicë and Gjilan/Gnjilane appear to be the best equipped in terms of computers. Schools in Ferizaj/Uroševac and Pejë/Peç have very few computers, with cases even of only one computer per school ("Dositelj Obradović" and "Radoš Tošić" in Istog/Istok). However, even in the Mitrovica/Mitrovicë region where the IT equipment is generally evaluated to be adequate, there are a few cases of a dramatic lack of PCs. The secondary Agriculture School in Leshak/Lešak owns only eight computers for a total of 150 students. The primary and secondary institute "Miodrag Vasiljević" in Mitrovica/Mitrovicë has only three computers for over 300 pupils.

When evaluating the availability and quality of infrastructure for technical courses with particular infrastructural requirements, such as scientific laboratories and computer rooms, the field researchers have reported lack of adequate infrastructure, even in institutes specialising in those fields. This is the case in:

- Technical School in Gjilan/Gnjilane, where there is a computer room but no science lab. What is more, this school uses the premises of the elementary school "Petar Petrović".
- The same situation occurs in the Secondary Medical School of Prishtinë/Priština located in Preoc/Preoce, which does not have a science lab.
- The Agriculture School in Leposavić/Leposaviq is in serious need of teaching equipment, namely specific teaching resources (tractors and trucks), land for practice and a fencing yard.
- The Economic School in Goraždevac/Gorazhdevc does not have a computer room.
- The Technical School "Nikola Tesla" in Vushtrri/Vučitrn does not have a computer cabinet, or a science lab.
- The Kosovski Božur School for students with special needs in Mitrovica/Mitrovicë should be mentioned due to its substantial lack of scientific equipment for biology classes and a sensory room for educational purposes.
- The Medical School of Ranillug/Ranilug, has highlighted a lack of science lab.

d. Teaching staff and teaching materials

The teaching staff in Serbian-language schools are mostly locals or come from other municipalities in Kosovo. The districts characterized by a substantial presence of educational personnel from abroad (usually from areas in Serbia at the border with Kosovo) are: (a) Prishtinë/Priština (in particular Gračanica/Gračanice and Fushë-Kosovë/Kosovo Polje), (b) Gjilan/Gnjilane (specifically in Kamenicë/Kamenica, Ranilug/Ranillug), (c) Ferizaj/Uroševac and in the (d) Mitrovica/Mitrovicë municipality.

The quality of teaching staff training and initiatives is considered satisfactory in all schools. The recurring activities devoted to teachers'/professors' skill improvement are mainly joint workshops within the school administration or in cooperation with other schools. In many cases teachers participate in workshops organized by the Ministry of Serbia. Professional training and seminars are also provided: mainly in IT technology and English. In the case of the school for special needs students in Mitrovica/Mitrovicë, the institution provides workshops for special education science. Overall, the frequency and quality of these initiatives depends on the size of the school. Thus, in small municipalities such as Parteš/Partesh, Viti/Vitina and Klokot/Kllokot, and in the Gora region, no additional training curricula or courses for teaching staff are organized due to a lack of resources.

Secondary Technical School “Nikola Tesla”, in Vushtrri/Vucitern

The Technical School shares its premises with the elementary school “Vuk Karadžić”. The director complained about the lack of supporting documents, periodicals and textbooks from the Ministry of Serbia essential for a complete educational process. As far as facilities are concerned, this school doesn’t have adequate hygienic conditions. The toilets are outside the school premises and are used as public toilets. No labs are provided.

Most of the interviewees mentioned a lack of teaching materials. The problem of distribution and import of educational textbooks from Serbia for schools and students in Kosovo who attend classes using curricula of the Republic of Serbia is a significant one. Thanks to decisions of the two governments of Kosovo and of Serbia, about 26,000 students in the 21st century, at the heart of Europe, have to cope with the problem of lack of textbooks: thus, their human and minority rights are politicized. These measures affect around 18,000 ethnic Serb students in Kosovo who attend schools with curricula of the Republic of Serbia, and about 8,000 ethnic Albanian students in municipalities of Presevo, Bujanovac and Medvedja, in southern Serbia.

The Kosovo Ombudsman, Hilmi Jashari, stated that the European Convention for the Protection of National Minorities offers the best solution to this problem.

“A more active approach in efforts to ensure the right to education, in this case by both Belgrade and Pristina, is necessary. It is not by accident that I mentioned the Framework Convention for the Protection of National Minorities, as this is the most accurate international reference as a standard that should be applied in this situation. Now the only question is whether there is political will for this?!” Jashari said at the conference on problems of distribution and import of school textbooks from Serbia for schools and students in Kosovo who attend classes on the curricula of the Republic of Serbia.¹³

The Law on Education in the Municipalities of the Republic of Kosovo concerning the education in Serbian Language affirms that the schools teaching in Serbian may employ curricula and textbooks developed by the Ministry of Education of the Republic of Serbia upon notification to the MEST.¹⁴ If the MEST does not raise any objections within 3 months of notification, the material may be utilized. Review is entrusted to an Independent Commission which should ensure that the curricula and textbooks produced in the Republic of Serbia do not contain any items that are not in compliance with the Constitution of the Republic of Kosovo. This means that the curricula and the textbooks must not go against the concept of Kosovo’s multi-ethnicity, must not incite hate and must not refer to Kosovo as anything but the “Republic of Kosovo”.

The problem of textbooks’ distribution mostly affects the schools located in the southern part of the country. They mainly referred to textbooks and general sources such as geographical maps, whiteboards and computers. Additionally, in the south schools often miss cabinets for specific subjects. For example, considering the importance of computers in a technical or economic school, this represents one of the main problems for Serbian-language schools. Similarly, in the case of vocational secondary schools the lack of materials intended for practice classes is a serious obstacle to the learning process.

¹³ UDŽBENICI NA KOSOVU: LOKALNI PROBLEM - REGIONALNA PRAKSA
<http://www.ngoaktiv.org/srb/news/textbooks-issue-local-problems-regional-practices>

¹⁴ Law on Education in the Municipalities of Kosovo, Art. 12.

e. Educational achievements and dropout rates

All the institutions considered in this study use a standard assessment method, a final exam or an entry test. Secondary school always finishes with a graduation exam, taken at the age of 18. Most interviewees claimed that their school's test results are average or above average.

Most of the schools have very good attendance/dropout rates (from 95% to 100% attendance). There are only a few cases of attendance rate below 90%, such as the Electro Technical School in Gračanica/Gracanice, the Technical School "Nikola Tesla" in Leposavić/Leposaviq and the Economic School in Mitrovicë/Mitrovica. Lower attendance rates and higher dropout rates generally pertain to secondary schools, as is the case everywhere. According to the survey, the number of children leaving education early never surpasses 5%, which is significantly below the European average (around 10.7%).¹⁵ There are only three records of 10% dropout rates in Serbian-language education in Kosovo: the Primary School "22 December" in Gora and the Economic and Tourism School in Prizren.

However, two specific exceptions are represented by two primary schools in Mitrovica attended by Roma students, which have declared alarming dropout rates. In the specific, "Pedrag and Miodrag Mihajlović" presents a percentage of 50% of dropouts and 70% of attendance rate. The reason behind this data is emigration and a difficult inclusion of returnees.

The last category of educational achievements to be considered is the provisions for the advancement of students with special needs. The most common provision is additional classes or pre-classes. In some cases, pedagogical and psycho-therapeutic treatments are offered. In some primary schools in Mitrovicë/Mitrovica speech therapy is provided for children with learning disabilities.

It is notable that there are also specific programmes such as the intensive outpatient programmes (IOP- 1 and IOP-2) in numerous schools throughout Kosovo.

f. Parent participation and community working

Parent participation is generally evaluated very positively. Almost all the schools organize a parents' council as part of the educational process. Parents are very active in school management bodies. There are even some examples of parents' councils at the municipal level, as in Štrpce/Shtërpce. Other initiatives are widespread, such as parents-teachers/professors meetings and joint gatherings for the discussion of issues, selection of books, absenteeism and excursions. The cooperation between teachers/professors and parents is also strengthened through the "*Dan otvorenih vrata*" (Open doors day). A particularly interesting case is in the Music School "Stevan Mokranjac" in Gračanica/Gracanice, where teachers organize public lessons for parents during music classes.

It is clear that schools are an important social and cultural institution for the Serbs and other communities in Kosovo. Schools are very often the organizers of cultural and social activities that strengthen community spirit and civil activism at the local level. Especially in areas south of the Ibër/Ibar River, where socio-cultural life is extremely limited, Serbian language schools are indispensable actors.

¹⁴ http://ec.europa.eu/eurostat/statistics-explained/index.php/Europe_2020_indicators_-_education

g. Cooperation and exchange

Cooperation among schools takes the form of competitions, joint activities and excursions. Overall Serbian-language schools are very active in the organization of workshops, seminars, cultural and sport events involving many institutions throughout Kosovo. Municipal and district competitions are also a significant source of exchange of experience and sharing of knowledge for students not only within Kosovo, but even with schools in Serbia. A very small number of cases are excluded from this dynamic environment, such as the primary school in Parteš/Partesh (Dositelj Obradović), which insists on more collaboration. According to the interviewees, the schools in Leposavić/Leposaviq and Zubin Potok enjoy slightly less cooperation.

h. External support and/or investment

Serbian-language education only recently opened up to external investments. Making use of the decentralized protection and promotion mechanism for all communities in Kosovo, Serbian-language schools have applied for and received support and donations from international organizations and Kosovar municipal authorities.

The districts that benefit most from external investment are Gjilan/Gnjilane and Prishtinë/Priština. According to the interviews, there has been no investment in Uroševac/Ferizaj and only very little in Pejë/Peć and Prizren.

Primary School “Jovan Cvijić” in Zubin Potok

This school, which is attended by 542 students, benefited from donations from international organisations [Save the Children](#) and USAID. The building is in very good conditions and the school provides specialized classrooms.

EU and USAID are the most common donors, mainly providing computers and building renovations. In Klokot/Klllokot, the new school “Sveti Sava” was built with EU financial support, and indeed has excellent conditions. Other examples of international donors that have contributed to improving learning conditions are the European Bank for Reconstruction and Development (EBRD) in Parteš/Partesh and the International Organization for Migration (IOM) in Novo Brdo/Novobërdë and Ranilug/Ranillug.

Many local NGOs have also been active donors, such as Solidarity for Kosovo – Arno Gujon, in Fushë Kosovë/Kosovo Polje and in Prishtinë/Priština municipality.

Finally, the government of the Republic of Serbia invests in Serbian-language education in Kosovo, either through the Office for Kosovo and Metohija or the Ministry for Education. Support mainly goes to the renovation of educational buildings. In Lipjan/Lipljan, for example, the school “Vuk Karadžić” was granted with new sports ground, the renovation of the satellite units and a new library. In the same way, also the Agricultural School in Leposavić/Leposaviq and the primary school in Brnjak have received support from Serbian institutions.

Sveti Sava Elementary School in Susica

The “Sveti Sava” Elementary School in Susica has had several classrooms repaired, according to the Gračanica/Gracanice Municipality Department of Urban Planning. The floor, the net, the mosaic and the façades were laid on the ceiling in four classrooms, plus school awnings and toilets were renovated. Funds amounting to 2,303 euros were devoted, disbursed from the local budget of the municipality. The school has expressed gratitude for the funds allocated and the effort invested to provide to the children better working conditions.

Serbian-language schools, although not recognized by the Kosovo’s Ministry of Education, receive support from the Serb-majority municipalities operating under the Kosovar system. Indeed, schools in the municipality of North Mitrovica have received financial support from the Ministry of Education and distributed by the municipality, for a total sum of approximately 1,564,600 EUR for a period of three years (2015/2016/2017).

Nevertheless, the municipality of Mitrovica is not the only example of Kosovar investments in Serbian- language schools: in the primary school “Vuk Karadžić” in Lepina, MEST funded the renovation of façades, setting of thermal insulation and replacement of roof windows. Funds in the amount of 12,502 EUR were allocated to the Education Department of Gračanica Municipality.

i. Challenges

This section constitutes the final open question of the questionnaire, where interviewees were given the chance to freely address all particular challenges for the future. The issues raised by the interviewees can be classified into four categories, concerning (1) specialized infrastructure and structural problems, (2) lack of students, (3) lack of finances and consequences, (4) security and transport, (5) inclusive education.

(1) Most of the schools complain about a lack of specialist infrastructure, in particular concerning classrooms or laboratories specifically intended for practical teaching: science labs and cabinets, physical education, and IT. As confirmed in the relevant section above, this lack of specialist infrastructure particularly burdens the quality of education in specialist technical schools. For instance, the Medical Boarding School of Mitrovica/Mitrovicë reports the lack of labs for chemistry, of equipment of premises for future pharmaceuticals specialists and for teaching for tooth technicians as the main challenges for the future. Equally, the Technical School of Vushtrri/Vučitrn needs space for professional practice. In the districts of Gjilan/Gnjilane and Ferizaj/Uroševac there is a massive lack of indoor halls for physical education; almost all schools report a need for a gym hall for indoor activities during the winter.

A serious problem revealed by the questionnaire is related to structural problems with the buildings where the education is carried out. It is clear that for those schools that have to share the same facilities, the biggest challenge is the acquisition of a new building, as reported by the Gymnasium of Ferizaj, the Technical School in Skënderaj/Srbica and the Economic School in Mitrovicë/Mitrovica. Other issues related to infrastructural deficiencies are problems concerning central heating, façade renovations, replacement of indoor toilets and restrooms, windows and

doors. An alarming situation was highlighted in the “Kosovski Božur” School for special education, which reported a need for wheelchair access. In some cases even essential necessities such as drinking water are reported to be lacking, as in the Electro Technical School in Prishtinë/Priština and in Vushtrri/Vučitrn.

(2) The survey has showed a serious concern in regards of the decrease of the number of students. Many schools listed as a challenge a decreasing number of enrolments and a simultaneous increase in students de-enrolling. The reasons for this phenomenon may be feelings of insecurity, impossibility to pursue the desired training, inadequate and unequipped school premises, poor economic conditions, and lack of employment opportunities with acquired diplomas, all of which cause migration into the larger areas in Kosovo or abroad. This phenomenon implies a decrease of children attending schools in small areas, mainly regarding the primary level of education. Hence, the biggest fear expressed by the school directors is their schools’ permanent closure.

Agriculture School in Leshak/Lešak

This school represents a complete example of the challenges submitted by the interviewees. The most serious problem faced by this school is a lack of land where students can practise and acquire the knowledge indispensable for their specialization. In addition, the director of the school confirmed a lack of essential teaching resources, such as tractors, trucks and other machinery.

Once again, the educational specialism of this school is hampered by financial cuts. The building also suffers from serious damage. The ground floor and the heating need to be renovated along with the construction of retaining walls. The yard is unfenced and the furniture requires renovation.

(3) The reason behind the mentioned problems is a lack of financial resources. The financial difficulties that were repeatedly mentioned have an effect on material and equipment, the organization of educational seminars, extracurricular events, furniture renovation, and even problems with the payment of energy bills. Lack of finances also means lack of specialized equipment, as in the case in the Agricultural School in Leshak/Lešak, which reported a need for equipment to for the practical part of the educational program.

(4) Safety and transport represent particular concerns for Serbian- language schools in Kosovo. In many cases, no school transport is provided and, even if provided, transport appears to be irregular and organized by private companies. This obstacle particularly affects the districts of Pejë/Peja and Prishtinë/Priština. Transport security however, pertains to a wider concern of students’ safety in traffic as a result of surrounding ethnic tensions. Some schools do not have a proper enclosure, putting students at risk of cars and the buildings at risk of burglary and theft (as reported by the school of Novo Brdo/Novobërdë, in Gijlan/Gnjilane). In the cases where Serbian and Albanian-language schools cohabit in the same buildings, concerns have been raised about tensions between students. Due to the lack of space, there are some cases where Albanian and Serbian educational systems have to share the same buildings. This is the case of the primary schools “22 December” in Restelica and “Zenuni” in Brod, both located in the Gora region. Nevertheless, there isn’t any form of interaction or contact between the school administrations.

(5) The last challenge reported by representatives of Serbian-language schools is educational inclusion, particularly related to ethnic inclusion, social inclusion and inclusion of students with learning disabilities. In Mitrovica/Mitrovicë, the school "Vladko Četković", which has a large number of Roma students, points to the challenge of setting up specific educational activities for the inclusion of the Roma community. In Zvečan/Zveçan, the technical school points out the problem of drug use among students, attributed to serious socio-economic problems. The improvement of inclusive education and teaching techniques for students with learning difficulties is considered a priority in the primary school "Branko Radičević".

4. CONCLUSIONS AND RECOMMENDATIONS

The assessment of the state of play of Serbian-language schools in Kosovo represents one of utmost priorities within the contours of communities' protection in the country. Considering the peculiarity of the Kosovar educational system, it is vital to assess the quality of the education provided in the 104 Serbian-language schools for a comprehensive evaluation of the quality of education in Kosovo. Future activities for the improvement of education in Kosovo must cover all systems in the country. The aim of this report has been to provide a qualitative analysis of Serbian-language schools in order to address any serious problems or lack of educational capacity. The following recommendations should pave the way for effective measures to assist and sustain all schools in need of economic support or urgent infrastructural renovation.

In addition, an important point should be noted. The picture revealed by the questionnaires is very varied, especially comparing the four municipalities in the north of Kosovo and the Serb populated areas in the rest of Kosovo. It can be observed that schools in the four northern municipalities have better working conditions and equipment than the Serbian-language schools in the rest of Kosovo.

a. Assure safe and reliable public transport to schools

The majority of schools are concentrated in the districts of Mitrovica/Mitrovicë and Prishtinë/Priština, where pupils don't have to travel long distances to attend lessons. In other districts such as Gjilan/Gnjilane and Prizren, the quality of transport is very low. Subsequently, the risk of dropouts in these cases is very high, due to the difficulty of regularly attending the school. In order to enhance educational inclusion, central authorities should take action to create equal opportunities for all children to access schools. To address the long distance to schools, the Serbian-language education system is extensively based on a network of satellite school units, especially from the first to the fourth year of primary school. However, the buildings under consideration in most cases were not originally intended for educational purposes and thus hinder the quality of education. In this case reliable and safe public transport to modern and well-equipped schools could provide a more sustainable solution.

b. Lack of students in rural schools

As focused in the challenges, the decrease of students in many Serbian-language schools represents a persistent problem. To tackle the issue of the closure of rural schools due to a limited amount of enrolments, the community involvement for taking any decision should be increased. Any suggestion emerging from local and community consultations that could prepare the ground for solutions should be taken into consideration for the future of these communities and for the welfare of the children. These processes should ensure that children attending rural schools have the same opportunities as those in urban areas.

c. Streamline the ratio of students per teacher/professor

The student-teacher/professor ratio in Serbian-language schools in Kosovo is not in line with the European average of the student-teacher/professor ratio. As discussed above, especially concerning the satellite classrooms in the southern regions of Kosovo, schools suffer from a lack

of students. This explains the low number of students per teacher. From an economical point of view, this situation is not efficient and needs to be addressed. On the other hand, in the districts of Mitrovica/Mitrovicë and Prishtinë/Priština there is the opposite problem, where the schools suffer from lack of space and infrastructural deficits, especially in the Serb-majority municipalities. In order to obviate this problem, the schools that share the same buildings with other educational institutions organize morning and afternoon shifts during the day. The consequences of these learning conditions on the educational quality and performance of the students should not be underestimated.

d. Invest in school infrastructure

In relation to infrastructure, the evaluation highlights several serious concerns. In the south of the country many schools are located in buildings not intended for this purpose and are thus inadequate for the education process to take place. The biggest concerns are hygienic conditions and lack of indoor toilets, especially in the schools in the Gora region. The inadequacy of bathroom fixtures highlighted in many school should be addressed immediately. In addition, the findings identified a lack of labs and equipment for lab learning, both in primary and secondary schools. This damages educational outcomes for schools with scientific specializations (medical, agricultural, technical, economical, etc.). Shortages of IT equipment also represents an obstacle to education in line with European standards. In order to achieve the European level, it is highly recommended to assist these schools by providing adequate furniture (sufficient numbers of chairs, desks, and whiteboards) and the necessary equipment for labs and cabinets.

Two schools have revealed shortages of potable water: the lack of this basic necessity is a fundamental affront to the educational rights of children in the present century.

In many cases, international donors have provided technological devices, especially in the schools in the northern regions, yet this situation should not be generalized. Thus, international donors should extend their attention to all educational institutions within the country, especially in the southern regions where the connections with the Republic of Serbia are weaker, due to the physical distance. There is similar situation in regards to the provision of teaching materials. Besides basic tools such as whiteboards and geographical maps, the most frequent complaint arose concerning textbooks and teaching material. Numerous school directors in the southern part of Kosovo strongly demanded more attention to their need for official textbooks in Serbian, which is fundamental for the development of standardized education for the inhabitants.

e. Recommendation on coordination and support

The initiatives to assist Serbian-language schools in Kosovo have so far been fragmented and not targeted. The northern municipalities benefit from proximity with Serbia and numerous opportunities for joint workshops, seminars and other initiatives. After many years of isolation, Serbian-language education recently opened up to external investments. International donors have been the most generous, especially the EU and USAID. The Republic of Serbia and its Office for Kosovo and Metohija mainly focus on providing support to schools in the northern regions.

Challenges collected from the interviews mainly concerned infrastructural needs and inadequacies of educational premises, financial shortages and transport issues.

Nevertheless, coordinated action to support Serbian-language schools is necessary. A common plan should be drafted for long-term support and to create sustainable solutions. Proper financial coordination among Kosovar authorities, Serbian government and the international community would allow for a far greater efficiency of time and resources, which at this time of rapid progress in science and technology is absolutely crucial for the education of the youngest population.

The assistance plan needs to be preceded by an in-depth analysis of the situation of the Serbian-language education in Kosovo. The lack of transparency and knowledge is the main reason for uncoordinated support and negligence concerning these educational institutions. Towards this goal, this report is a first attempt to map the condition of Serbian-language schools in Kosovo and to provide basic data to facilitate assistance and support.

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PRIMARY SCHOOLS

REGION	MUNICIPALITY	NAME OF THE INSTITUTION	NUMBER OF STUDENTS	NUMBER OF TEACHERS	NUMBER OF STAFF
FERIZAJ/ UROŠEVAC	Štrpce/Shtërpçë	Šarski Odred	348	61	6
		Stojan Marković	505	60	33
		Rajko Urošević	150	15	10
PĚJĚ/ PEĆ	Goraždevac/ Gorazhdec	Janko Jovičević	84	21	13
	Istog/Istok	Radoš Tošić	40	25	2
		Jedinstvo	6	3	1
GJILAN/ GNJILANE	Parteš/Partesh	Dositej Obradović	198	35	3
		Miladin Popović	230	29	2
	Gjilan/Gnjilane	Bora Stanković	118	48	14
		Stevan Hristić – Music School	465 ¹⁶	70	15
		Vuk Karadžić	275	50	8
		Petar Petrović Njegoš	182	33	5
		Branko Radičević	10	10	5
	Klokot/Kllokot	Sveti Sava	102	19	6
	Viti/Vitina	Marko Rajović	164	34	15
		Mladen Marković	23	30	12
	Ranilug/Ranillug	Trajko Perić	197	60	3
		Veljko Dugošević	256	48	5
	Kamenicë/ Kamenica	Desanka Maksimović	289	74	3
		9 Maj	15	15	11
		Bratstvo	39	15	10
PRISHTINË/ PRIŠTINA	Gračanica/ Graçanicë	Kralj Milutin	684	65	6
		Knez Lazar	493	63	8
		Miladin Mitić	456	46	7
		Stevan Mokranjac – Music School	130	13	6
	Fushë Kosovë/ Kosovo Polje	Ugljare	132	21	4
		Aca Marović	91	26	4
	Lipjan/Lipljan	Braća Aksić	140	56	6
		Vuk Karadžić	124	30	4
		Vladimir Nazor	70	15	10
	Obiliq/Obilić	Dositej Obradović	50	22	3
		Milan Rakić	104	17	17
		Branko Radičević	22	10	8
		Sveti Sava	/	/	/ ¹⁷

¹⁶. Total number of students of both primary and secondary institution.

¹⁷. This institute did not provide any information.

	Prishtina/ Priština	Dimitrije Prica	21	18	3	
		Sveti Sava	/	/	/ ¹⁸	
	Novo Brdo/ Novobërdë	Miladin Popović	59	22	4	
		Sveti Sava	32	21	4	
		Dositej Obradović	87	25	3	
		Sveti Sava	13	13	10	
	PRIZREN	Dragash/Dragaš	Nebojša Jerković	134	15	4
22 Decembar			259	27	4	
9 Maj			82	14	7	
25 Maj			36	14	2	
5 Octobar			70	15	2	
Zenuni			65	17	2	
Rahovec/ Orahovac		Dositej Obradović	43	20	4	
		Svetolar Marković	53	20	6	
MITROVICA/ MITROVICË		Mitrovica/ Mitrovicë	Vlatko Četković	185	8	4
			Dositej Obradović	85	20	4
	Miodrag Vasiljević		35	27	8	
	Kosovski Božur		34	22	2	
	Sveti Sava		817	63	3	
	Branko Radičević		601	46	3	
	Predrag and Miodrag Mihajlović		/ ¹⁹	/	/	
	Desanka Maksimović		/ ²⁰	/	/	
	Leposavić/ Leposaviq	Leposavić	700	70	24	
		Vuk Karadžić	270	37	5	
		Stana Bačanin	358	64	3	
	Skënderaj/ Srbica	Milun Jakšić ²¹	/	/	/	
	Vushtrri/Vučitrn	Sveti Sava	50	18	12	
		Vuk Karadžić	280	40	11	
		21 Novembar	7	12	4	
	Zubin Potok	Petar Kočić	60	30	5	
		Blagoje Radić	75	22	4	
		Jovan Cvijić	542	56	3	
	Zvečan/Zveçan	Sveti Sava	124	22	14	
		Vuk Karadžić	533	16	3	
		Strahinja Banović Banjska	39	17	4	

¹⁸. This institute did not provide any information.

¹⁹. This institution did not provide information.

²⁰. This institution did not provide information.

²¹. This institution did not provide information.

SECONDARY SCHOOLS

REGION	MUNICIPALITY	NAME OF THE INSTITUTION	NUMBER OF STUDENTS	NUMBER OF TEACHERS	NUMBER OF STAFF
FERIZAJ/ UROŠEVAC	Štrpce/Shtërpçë	Jovan Cvijić	452	88	12
PËJË/ PEĆ	Goraždevac/ Gorazhdec	Economic School	22	20	10
		Gymnasium	18	20	7
GJILAN/ GNJILANE	Gjilan/Gnjilane	Gymnasium	142	52	6
		Musik School - Stevan Hristiç	465 ²²	70	15
		Technical School - Dragi Popoviç	120	45	6
	Ranilug/Ranillug	Economic and Trade School	36	24	5
	Kamenicë/ Kamenica	Gymnasium	100	45	5
		Technical School	82	36	5
		Medical School	168	24	10
PRISHTINË/ PRIŠTINA	Graçanica/ Graçanicë	Electrotechnical School - Miladin Popoviç	142	41	6
		Medical School	323	72	8
		Music School- Stevan Mokranjac	27	13	6
		Gymnasium	114	26	5
		Economic and Trade School	240	52	13
		Construction and Traffic School	107	36	4
	Prishtinë/ Pristina	School of Mechanical Engineering	31	20	5
	Lipjan/Lipljan	Agriculture School	/	/	/ ²³
Gymnasium		/	/	/ ²⁴	
PRIZREN	Dragash/Dragaš	Economic and Tourism Schoo	150	23	2
	Rahovec/ Orahovac	Gymnasium	9	16	4

²². Total number of students of both primary and secondary institution.

²³. This institution did not provide the information.

²⁴. This institution did not provide the information.

MITROVICA/ MITROVIĆĚ	Mitrovica/ MitrovićĚ	Društvo-jezička I prirodno- matematička smera	326	35	5
		Gymnasium and Technical school in Vučitrn	73	33	4
		Economic and Trade School	202	44	2
		Miodrag Vasiljević	280	27	8
		'Kosovski Božur' School for students with special needs	12	22	2
		Medical School with boarding in Mitrovica	527	78	3
		Technical School Mihajlo Petrović Alas	278	No information ²⁵	No information ²⁶
	Leposavić/ Leposaviq	Nikola Tesla	380	50	3
		Agriculture School - Lešak	150	40	10
	Skënderaj/ Srbica	Technical School	21	8	2
	Vushtrri/Vučitrn	Technical School - Nikola Tesla	74	32	10
	Zubin Potok	Grigorije Božović	239	52	3
	Zvečan/Zveçan	Srednja Škola	205	42	3

²⁵. This institution did not provide the information.

²⁶. This institution did not provide the information.

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