INCLUSIVENESS IN KOSOVO EDUCATION

Expert Meeting
Belgrade, 1-2 October 2013

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Kosovo Education Center

Basic documents

- Kosovo Education Strategic Plan 2011-2016
- Kosovo Curriculum Framework
- Law on Pre-University Education

KESP 2011-2016

- Inclusion is a key word in the document
  - Objective 1: To develop a system of <u>inclusion</u> for all pre-school and pre-primary children in quality, <u>inclusive</u> and non-discriminatory education
  - Objective 2: To develop <u>inclusive</u>, equitable and quality and effectively managed pre-university education that will increase access, retention and encourage life-long learning

KESP 2011-2016

- Major aspects of inclusion
    - Gender equity
    - Children with disabilities and special needs
    - Minority children
    - Socially disadvantaged groups

Kosovo Curriculum Framework

PRINCIPLES
- Inclusion
- Competency-based approaches
- Integrated teaching and learning
- Flexibility and mobility
- Transparency and accountability

Kosovo Curriculum Framework

In the KCF, inclusiveness is understood in its broadest sense to mean any circumstances which impede access to quality education and diversity in its different manifestations (such as minorities; economically disadvantaged groups; children with special needs; returnees and children from the Diaspora; learners in remote areas; talented and gifted students; learners with physical disabilities or who are suffering from illnesses and traumas; students with behavioral problems)

Pre-University Law
Inclusive Education

•Educational and/or training institutions should accommodate all children regardless of their physical, intellectual, social, linguistic or other conditions and should promote integration and contact between children,
•Relevant support should be offered based on pupils' individual needs;
•Separate educational settings or special schools are justified only where after expert assessment it is considered impractical to enroll a child in a regular municipal school or training institution.
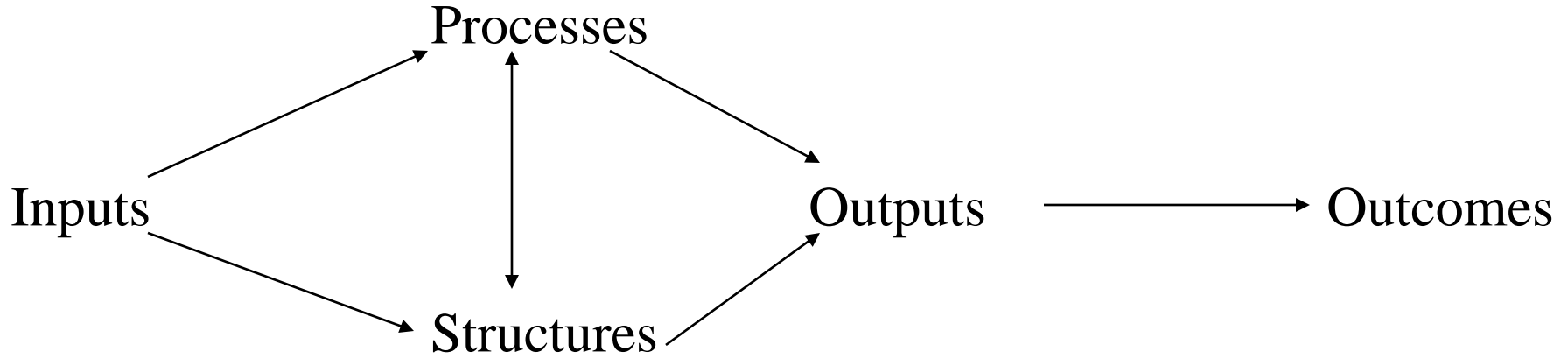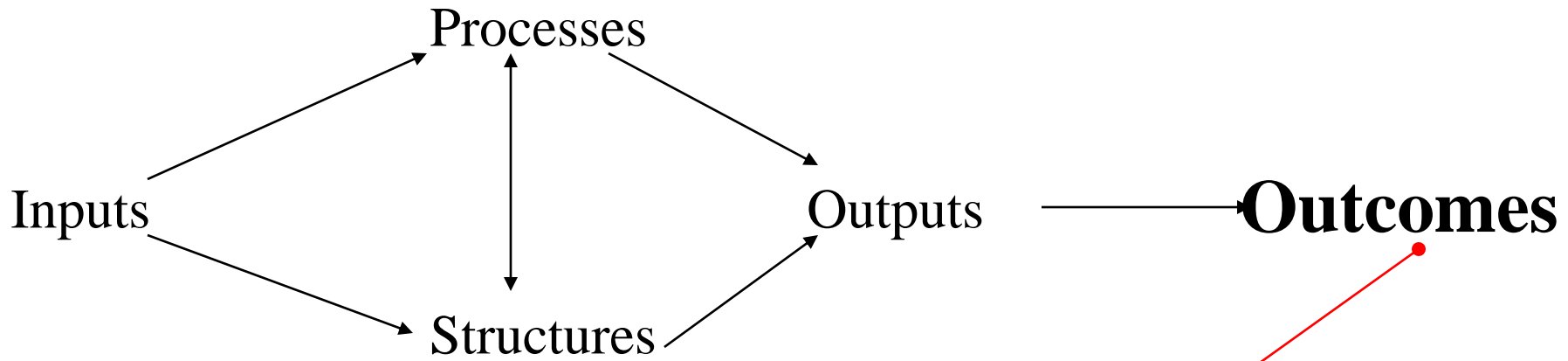
Good practices

- All minority community children who have completed compulsory education are enrolled in secondary education
- The same applies to graduates from secondary schools who wished to pursue university studies
- Informal education is organized in six municipalities to offer second chance to drop-outs
- Teachers were trained on inclusive education
- Five special schools have been restructured as resource centres
- Individual learning plans are currently being developed in 70 schools
- Two vocational schools are selected to serve as model schools for inclusive education

Good practices

- Community based learning centres for RAE children
- Community based pre-school education
- Provision of free school packages
- Preparatory classes for enrolment in secondary and tertiary education
- Scholarships for secondary and tertiary students
- Anti-bias type of training for teachers and parents
- Opportunity to learn Romani in schools

PRE-UNIVERSITY EDUCATION SYSTEM

Processes

Inputs

Outputs → Outcomes

Structures

Processes

Inputs

Outputs → **Outcomes**

Structures

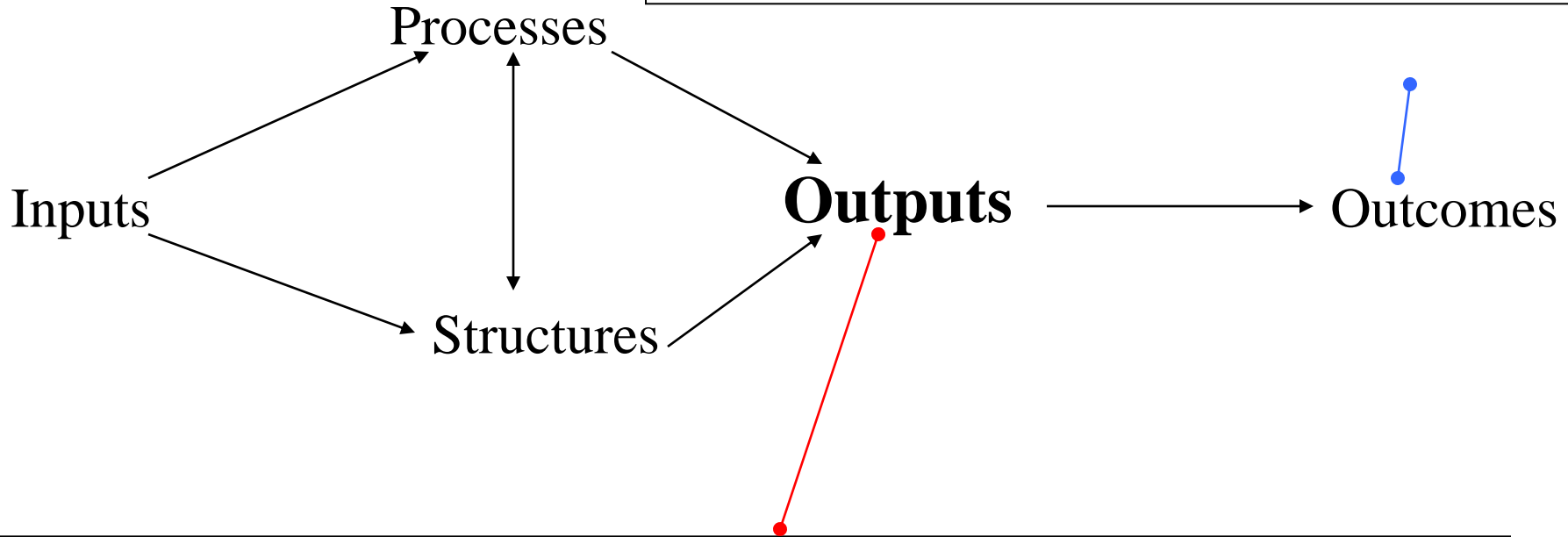Unemployment: 35.1% (low mobility of labor force)
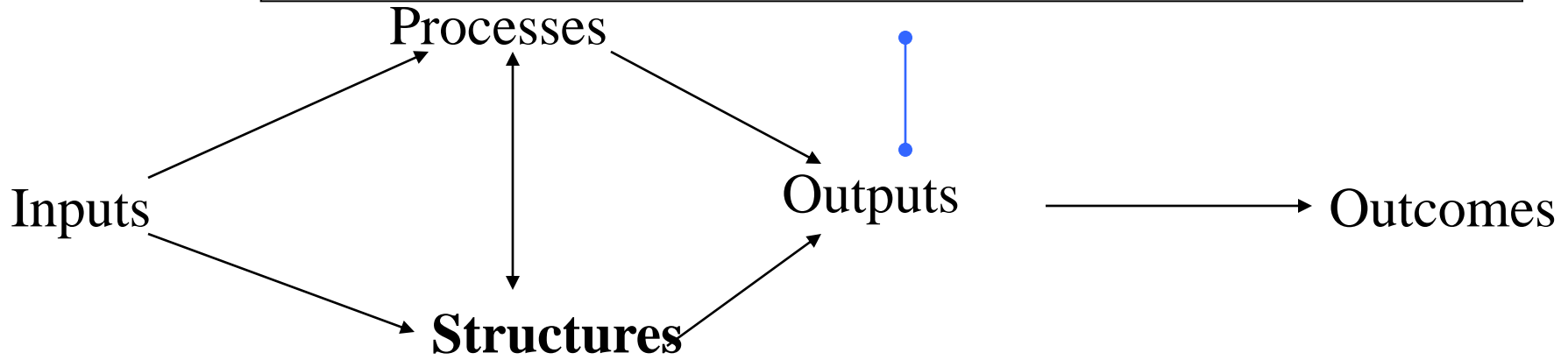
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HDI: 0.713 (93d in the World)

Enrolment in HE: 45% of age group 20-24 (61.3% in EU)

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Compulsory Education: > 100% of the age group 6-14 (80.2% for RAE)

Upper Secondary Education: 80.6% age group 15-18 (22.7% for RAE)

Skills mismatch

Unsatisfactory level of skills for academic studies

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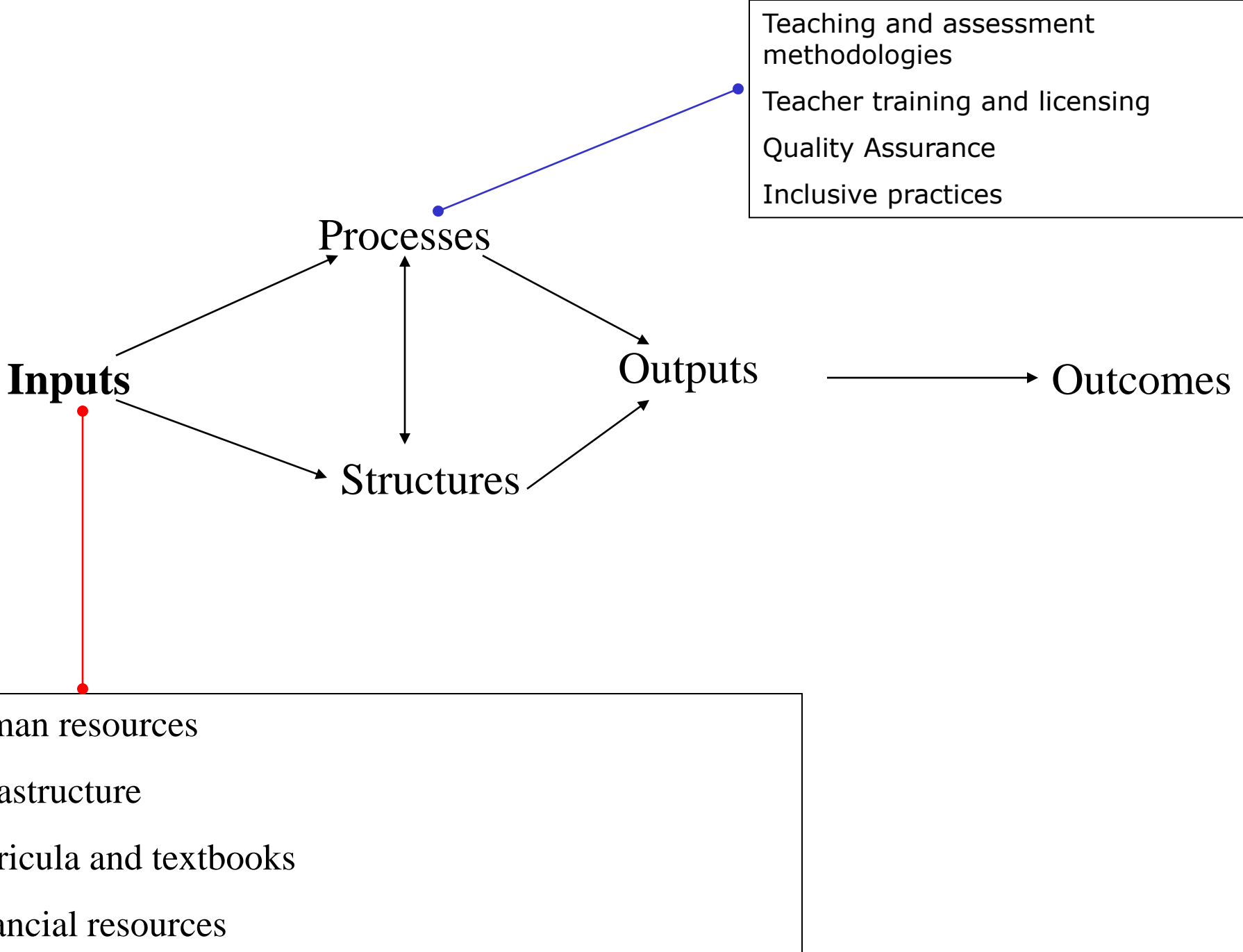
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Processes

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Decentralized Education System

School management structures

Inefficient network of schools

Law enforcement

Processes

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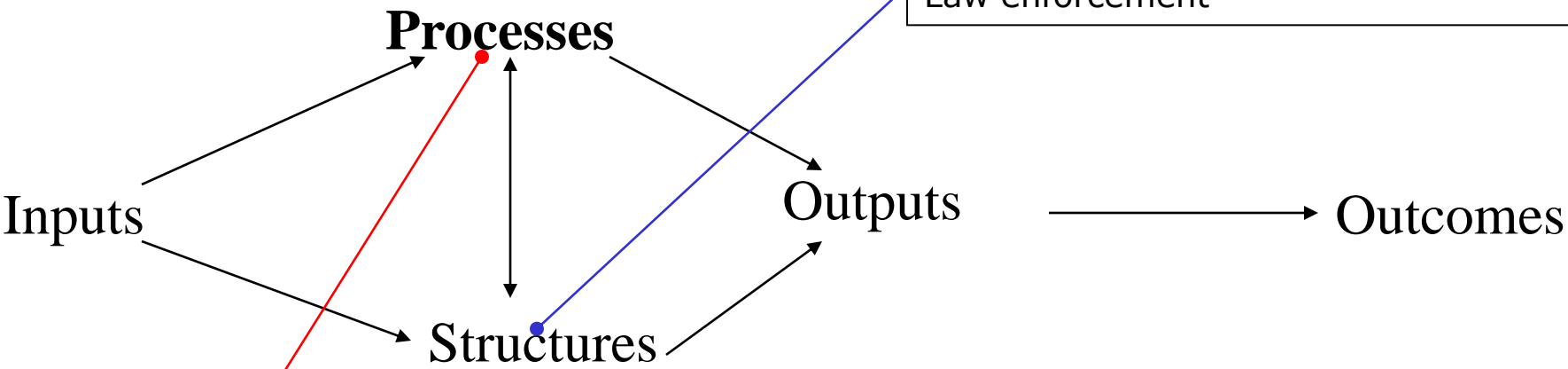
Decentralized Education System
School management structures
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Law enforcement

Teaching and assessment methodologies

Teacher training and licensing

Quality Assurance

Inclusive practices

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Teacher training and licensing

Quality Assurance

Inclusive practices

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Outcomes

Human resources

Infrastructure

Curricula and textbooks

Financial resources

THANK YOU!