

Balkan Investigative Reporting Network

MONITORING THE EDUCATION SYSTEM

Report on monitoring the elementary and high schools
in Prishtina: Mitrovica, Ferizaj, Peja and Gjilan

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EXECUTIVE SUMMARY

Almost ten years since the end of the war, education remains one of Kosovo's most troubled sectors. Although there has been much investment since June 1999 to increase the capacity and capability of educational institutions and reform the system, the standard of education remains low and is fraught by a number of problems. These include a persistent lack of suitable textbooks and classroom space; violence in schools; a lack of continuous, consistent evaluation of students, as well as a system for inspecting the standard of teaching, and drug abuse among a worrying number of students.

A number of students reaching the end of their high school education are unable to read and write fluently, while yet more lack what might be deemed 'basic knowledge'. This is, at least partly, a consequence of the non-objective evaluations conducted in elementary and high schools. For instance, many students are awarded good grades by their teachers, whilst external graduation tests give considerably lower marks. Despite their limited skills and low level of comprehension, some students are given the opportunity to continue to the next grade without first being taught, or being required to know, how to even read and write. This also affects teachers, as they have to teach such students basic literacy skills instead of the agreed curriculum. This problem is especially notable in professional schools¹, at which many students with poor levels of achievement are enrolled.

Ministry of Education, Science and Technology (MEST) statistics on students' achievements in the first semester of the 2008/09 school year report that an alarming number of students from 6th to 9th grade, and 10th to 13th grade gained low grades. These data show that 28% of freshmen high school students performed so poorly in first semester exams that they failed², a percent-

1 These teach students with a vocational, as opposed to strictly academic, focus. They include medical schools, technical schools, agricultural schools, economics schools etc.

2 Evaluations are conducted on a scale of one to five, in which 2 is sufficient to pass the class, 3 is 'good', 4 is 'very good' and 5 is 'excellent'.

age which rapidly increases in the last grades of high school; where 60.2% of 10th grade, 59.6% of 11th grade, 59.3% of 12th grade and 60.4% of 13th grade students finished the semester with such poor results.

Attempted reforms have so far proved unsuccessful at increasing the standard of students' education because they were implemented in a centralised fashion, without the participation of educational experts. One major example is that the board of experts for designing school curricula promised by MEST has not yet been formed. As a result, all new curricula designs are still approved and signed by the education minister himself.

On a smaller scale, while elementary school students are overloaded with school textbooks, some high school students, especially those at professional schools, have no textbooks at all. Due to the dearth of textbooks, some teachers must dictate lessons to their students, a method leaving no time for teacher-student interaction or class discussion. Students of vocational subjects such as economics, architecture, agriculture, engineering, besides the lack adequate textbooks, are unable to develop work experience because they cannot gain access to institutions where they could put their studies into practice.

One common phenomenon noted during observation was that many elementary and high school teachers hold private courses to teach students lessons they are unable to comprehend in their regular classes. Obviously, this results in those students of limited financial means having less chance to learn and, worryingly, some students who attend a teacher's private classes receiving higher grades, despite showing no improvement.

Another factor affecting students' ability to learn in school is the lack of sufficient classroom space for study. For this reason, most schools operate in two, three, or even four, shifts. As a result, many schools' classes do not last the standard 45 minutes, with many being between 30 and 40 minutes, with some as short as 25. The limited space also results in overcrowded classes. In many cases, the number of students reaches above 45, even as far as 50, making it impossible for teachers to tutor effectively and help students to understand lessons.

Another problem affecting schools is electricity shortages. As a result of such shortages, many students in afternoon shifts cannot attend classes because schools' generators do not work.

Schools in Kosovo's towns are equipped with only a small number of laboratories and workshop – a situation made worse by the large number of students enrolled. Schools in rural areas are worst off, with schools in villages having no specialist equipment or rooms at all. With such limited resources, students have few, if any, opportunities to test and improve their theoretical knowledge through practical experimentation.

BIRN identified violence in schools as another important phenomenon in students' lives. The existence of this problem was confirmed by many students who spoke of abuse by other students and teachers. In fact, the abuse can be divided into three main kinds: violence between students, violence from teachers towards students and violence from individuals outside of school towards students. The severity of the problem is reflected by the fact that, following violent incidents, some students in Kosovo have even had to seek medical attention.

From the other side, a number of students carry knives and other dangerous implements for fighting with other students or people from outside of school. BIRN witnessed many fights and violent arguments in Kosovo's schoolyards. In many schools, there are no security staff to take care of students' safety. In many cases, students or support staff act as guards. Additionally, the lack of responsible people to work on school receptions potentially allows abuse in schools.

In the process of gathering data for this report, BIRN observed an increase in drug abuse in many high schools, and even a number of cases in elementary schools. Students declared in interviews that drugs, including cocaine and heroin, are sold and offered by students who also serve as drug dealers for people outside of school.

23% of schools offer no psychosocial support for students, while 31.9% of schools offer psychosocial support, but not by trained professionals. Knowing that there are limited professional psychosocial provisions for antisocial and aggressive students or their victims, such problems in schools seem even more severe.

BIRN staff also observed poor sanitary conditions in schools. Despite the great number of students studying in these institutions, and continued water shortages across Kosovo as a whole, schools usually do not have reservoirs or water tanks, exposing students to potential water-borne health risks. For example, in the village of Studencan in the Suhareka municipality, a number of students were infected during an outbreak of Hepatitis. The Sanitary Inspector from the Ministry of Health ordered the school to close for a few days to stop the spread of the disease.

Collective engagement and personal discipline play a significant role when it comes to sanitary conditions in schools, particularly toilets. A few schools manage to maintain decent levels of cleanliness, despite limited access to water and hygiene equipment. However, there are many others with unacceptable levels of sanitation because there is not enough engagement by principals and other leading staff.

BIRN also heard stories of irregularities in the employment process for school staff. Although this phenomenon was not clearly confirmed, candidates who were not selected for the positions they applied for expressed suspicions that the reasons for their rejection were political. In a few schools, principals and secretarial staff were reportedly chosen without taking possibly better qualified candidates into consideration.

METHODOLOGY

Over a period of one year, starting in March 2008, BIRN conducted a systematic monitoring of elementary and high schools in the municipalities of Prishtina, Mitrovica, Ferizaj, Peja, Vushtrri, Skenderaj, Obiliq and Fushe-Kosove. Monitors also gathered information about the work of schools in Shtime and Podujeva municipalities. Over the duration of the project, 350 questionnaires were filled out by BIRN monitors, and a number of students, teachers and school principals were interviewed. This research was augmented by monitors' observations.

Other valuable sources of data were the various discussions with experts in elementary and high school education, students' parents and counsellors and representatives of nongovernmental youth organisations also conducted. Particular attention was paid to the issues of students' generally poor level of achievement and knowledge, as well as the use of illegal drugs. The detailed information gathered by BIRN monitors on these topics provided the foundations for a number of televised reports and debates.

BACKGROUND

After many years of segregation under the Serbian regime, which abrogated Kosovo's autonomy in 1989, Kosovo's education system suffered very hard times. In 1991, all high schools, Prishtina University and a few elementary schools were closed to Albanian students, while all Albanian teachers were expelled from their jobs. As a result, Albanians had no other choice but to continue studying in private houses and basements, with teachers' salaries funded by the Albanian diaspora in the West. In this way, a 'parallel educational system' was created.

However, at that time, as a result of the persecution and oppression of Albanians by the Serbian authorities, many families were forced to leave Kosovo and seek asylum in Western Europe. Among them were many teachers, whose flight obviously had a negative impact on the education of Kosovo's youth.

Many young people began to leave Kosovo as well, some due to financial reasons, others out of fear for their own safety, with yet more leaving school because they could see no job opportunities in the future. This period saw a significant number of students abandon their studies in Kosovo.

Unfortunately, the parallel education system had more to do with resistance to the Serbian regime than with the quality of education provided in those houses that had been transformed into schools. Of course, Albanian students had no access to public libraries, gyms or laboratories. As a result of these adverse conditions, those students who followed their studies under the parallel system did not absorb nearly as much knowledge as they otherwise would - and should - have. Some of these students are teachers today.

The education of Kosovo's youth suffered most in 1998 and 1999, when many schools were burned down and destroyed. From June 1999, the educational system in Kosovo fell under the competencies of the United Nations Mission in Kosovo (UNMIK), specifically the Department of Education and Sciences, directed by an international official and a Kosovo official. When the first government was established in Kosovo in March 2002 (after the November 2001 general elections), authority over education was given to the Ministry of Education, Science and Technology of Kosovo (MEST), in accordance with the Constitutional Frame of self-government in Kosovo. The educational system is regulated by a set of laws³, with 290 administrative instructions. All the relevant legislation and directives can be read at the official MEST web site⁴.

3 Law on Primary and Secondary Education in Kosovo, No 2002/2; Law on High Education in Kosovo, No. 2002/03; Law on Inspection of Education in Kosovo, No 2004/37; Law for Adult Education and Training, No 02/L-24; Law on Education and Professional Training, No. 02/L-42; Law on Scientific Research Activity, No-2004/42; Law on Publishing School textbooks, Educational Teaching Resources, Reading Material and Pedagogical Documentation, No 02/L-67; Law on Education in Municipalities of Republic of Kosovo, No.03/L-068, 2008; Law on Final Exam and State Matura Exam, No 03/L-018; Law on National Qualifications, No 03/L-060

4 www.masht-gov.net

Although various international NGOs and Western governments gave funds for the rebuilding of Kosovo's schools, many students, especially in rural areas, continued studying in filthy containers, tents and destroyed school buildings. Some of these containers are still being used as schools today. While the process of rebuilding schools was implemented quickly, it was not conducted with sufficient preparatory work, and cannot be considered successful.

According to MEST statistics, there are 443,912 students in Kosovo's educational system. 5,091 of these are pre-schoolers; 19,679 are at elementary reception level (five- and six-years-old); 322,975 are at lower and middle elementary level; 96,172 are high schoolers⁵. Of the 27,623 full-time staff in elementary and high schools in Kosovo, 22,925 are teachers, with the others working in administration and support services.

Since the end of the war in 1999, Kosovo still has a parallel educational system, but now it serves the Serb community, who are studying under a Serbian system with textbooks in the Serbian language. In 2004, the number of Serb students in Kosovo was 14,368⁶.

RESULTS FROM SCHOOL MONITORING

Particularly significant problems identified through monitoring in elementary and high schools included: the low level of success demonstrated by students; frequent physical abuse in, and out of, school; inappropriate student evaluations; the prevalence of private courses taught by school teachers; poor infrastructure for school facilities; a lack of equipment and school supplies; inadequate, overcrowded classroom space and drug abuse in schools.

⁵ Elementary education includes 1st to 9th grade, with 6th to 9th grade classified as 'middle school'. High school includes 10th to 13th grade.

⁶ 'The Lausanne Principle Debate' in ESI report: The Lausanne principle: Multi-ethnicity, territory and the future of Kosovo's Serbs (7 June 2004).

1. Students' low level of knowledge

The biggest challenge for Kosovo's educational system is the low level of basic knowledge amongst elementary and high school students. During interviews with teachers and students from many municipalities conducted in May and June 2008, many declared that a great number of students do not know how to read and write, including those studying at high school.

These findings suggest that the relevant legislation is flawed, as Administrative Directive 50/04 prohibits students from being made to repeat grades one to six. Regulation No. 10.10, article 10, which deals with the evaluation of students' achievement, states that: "In elementary schools, students cannot repeat grades 1 through 5. Students must progress onto the next grade."

Emine Tolaj, a teacher of 10th, 11th and 12th grade students at one high school in Peja municipality, told BIRN that there are between two and five students in each of her classes who do not know how to read and write. She said that she is unable to keep up with the high school curriculum because she has to first teach these children about the alphabet and how to write. This claim was supported by video evidence recorded by BIRN of a 12th grade student who was unable to correctly pronounce words whilst reading. Ismet Potera, director of the Pedagogy Institute in Kosovo, also verified this fact and declared that, besides students' low level of knowledge, there are also teachers with poor knowledge and skills, who are still allowed to teach because MEST does not conduct sufficient inspections.

In the third week of May 2008, BIRN interviewed students at four elementary schools⁷, some of whom claimed that there were students in the upper grades who did not know how to read and write. Students at Eqrem Cabej and 28 Nentori High Schools, in Prishtina, also claimed that they had illiterate schoolmates. However, students of Ali Sokoli and Sami Frasheri High Schools in Prishtina said that this was not a problem in their schools.

⁷ Namely, Zenel Hajdini, Elena Gjika, Nazim Gafurri and Hasan Prishtina

MEST officials have declared that they are aware of this issue. Nehat Mustafa, advisor to the minister of education, told BIRN in an interview in September 2008 that MEST would increase the number of school inspectors tasked with checking teachers' work during classes. However, the number of inspectors did not increase. Director of MEST's Inspection Department, Defrim Gashi, told BIRN that MEST has 55 educational inspectors, covering all of Kosovo's territory⁸. During the period of observation, monitors did not notice the presence of inspectors in any schools.

MEST's standardised evaluation of students' achievements during the first semester of the 2008/09 school year report worryingly poor results amongst middle elementary (6th to 9th grade) and high school (10th to 13th grade) students. These statistics show that 28% of middle school students failed that semester, along with 60.2% of 10th grade, 59.6% of 11th grade, 59.3% of 12th grade and 60.4% of 13th grade students.

According to an expert on pre-university education, Halim Hyseni, students' lack of knowledge has a lot to do with inadequate curricula which, according to him, are outdated, oversized and even erroneous in parts. The failure to implement effective reforms is, according to Hyseni, in part the result of a lack of detailed preliminary analyses to identify the best and worst points of the system, as were conducted in, for example, Romania and Slovenia. He went on to add that experts' lack of commitment in creating curricula is another problem affecting the implementation of reforms. Although MEST decided to form a panel of experts to draw up plans and reform programmes, this never happened. As a result, all curricula are still signed and approved by the education minister himself.

A few days after the passing of legislation on elementary and high school education in Kosovo in 2002, its implementation began with 9th grade classes. However, since there were no textbooks and curricula for this class, children's studies suffered greatly. "Many students who, up until 8th grade, were good students, completely failed in the 9th grade. The lack of textbooks and curricula resulted in students' failure," Hyseni told BIRN.⁹

8 Interview with Mr. Defrim Gashi (March 2009)

9 Interview with Mr. Halim Hyseni (March 2009)

When asked what they thought was preventing the use of contemporary teaching methods, 23 out of the 513 questionnaire respondents answered that it was the lack of adequate textbooks; 68 mentioned overcrowded classes; 72 mentioned the lack of school equipment; 177 mentioned the lack of laboratories, workshops and sports halls whilst 13 said that teachers' lack of capability and/or preparedness was responsible. (See table 21)

2. Lack of textbooks and practical work experience

While elementary school students are overloaded with school textbooks, some high school students, especially those at professional schools, have no textbooks at all. Students of vocational subjects such as economics, architecture, agriculture, engineering, besides the lack adequate textbooks, are unable to gain work experience because they cannot access institutions at which they could put their studies into practice.

The principal of 28 Nentori Professional High School in Prishtina, Hajdar Binaku, and teachers of the same school told BIRN that their school faces a lack of work experience opportunities for students. However, Binaku also stressed that the school has made agreements with some private companies to provide students with the chance of practical work. According to him, MEST did not help students find suitable hosts for work experience. On the other hand, Prishtina's municipal government helped students of geodesy to work with specialists in the field. However, according to him, there are no textbooks for this subject.¹⁰

A former student of Faik Konica Professional High School in Ferizaj, Ardit Gashi, said that, during his four school years, he did not have any textbooks at all. "While I didn't have any textbooks for law classes, my sister in the second grade of elementary school has three Albanian language textbooks and three mathematics textbooks," he said.¹¹ Similar situations are described by people studying or working at professional schools in other municipalities.

¹⁰ Interview with Mr. Hajdar Binaku, BIRN (June 2008)

¹¹ Debate on High school education, BIRN, (9 October 2008)

Due to the lack of textbooks, some teachers must dictate lessons to their students, a method leaving no time for teacher-student interaction or class discussion. According to BIRN's questionnaire respondents, 27.7% of teachers dictate lessons, with the others using papers and various other materials prepared by teachers. (See table 25).

Hatixhe Bytyqi, a 12th grade student at Hasan Prishtina Commercial High School, said that there are no professionally-published textbooks for her major, so students must take notes at all times.

On a positive note, a better situation exists for students of middle medical school, as they are able to take advantage of practical work opportunities in health institutions.¹² Also, practical work is available for students of Pjeter Bogdani Technical High School in Ferizaj, where students weekly visit a tube factory and the Endriti transport enterprise firm.

3. Inadequate textbooks

Although elementary schools are, compared to high schools, better supplied with school textbooks, in many cases, they are inadequate for students' age and educational level. BIRN checked a number of textbooks and noticed a series of deficiencies in the content of lessons. For example, in a chapter on 'geographical conditions for agricultural development' in a geography textbook intended for 6th grade students was written: "The main forms of agriculture are numerous. They include extensive and intensive agriculture," without giving further explanation about what 'extensive' and 'intensive' agriculture are.

Xheraldina Rexhepi, president of Hasan Prishtina Elementary School Parents' Council, said that her school's textbooks are too heavy, and are often incomprehensible even for students' parents! Also, according to her, the 6th grade biology textbook includes some lessons with more than 10 new definitions and about 20 new terms, without any later use. "There are no new topics in the 5th grade textbook. In other words, the 5th grade is a summary of the 4th grade.

¹² BIRN meets Mr. Xhavit Hajdari, director of Regional Hospital, Gjilan (December 2008)

On the other hand, 6th grade biology includes 12 subjects without any previous announcement or introduction in the 5th grade,” Rexhepi said.

According to education expert Halim Hyseni, the textbooks that are being used in schools tend to be “traditional, encyclopaedic and out-of-date”. The extent to which these textbooks are overloaded, too complicated and inappropriate for the age of the respective students is, according to Hyseni, highlighted by the fact that eight- and nine-year-old (3rd grade) students learn about hydrocarbons.

This claim is supported by BIRN’s quantitative research, in which, out of 354 students surveyed about the most significant problem with textbooks, 33 (9.3%) answered that they are inadequate for the subject; 64 (18.1%) said that they are inadequate for students’ level; 51 (14.4%) responded that textbooks seem unprofessional; 112 (31.6%) said that their textbooks do not stimulate critical thinking or interaction, while 94 (26.6%) answered that textbooks are aimed at making teachers’ work easier, rather than students’. (See table 26)

4. Overcrowded classrooms

As a result of the insufficient number of schools for the large number of students in Kosovo, class sizes are often unacceptably large. In some cases, classes contain as many as 50 children. Due to space constraints, many schools operate in two, three or even four shifts. As a result of this, classes in some schools last only 30 minutes, rather than the standard 45.

Director of the Gjilan municipal Directorate of Education, Ismail Kurteshi, said that three schools in his municipality run four shifts, seven schools run three, with only one school working in just one shift.¹³ BIRN monitors reported similar situations in other municipalities. In Zanel Hajdini Agricultural High School in Ferizaj, classes have 45 students. The same situation exists in Kuvendi i Arberit Gymnasium in Ferizaj.

¹³ Interview with Ismail Kurteshi, director of MDE Gjilan, December 2006

During the 2007/08 school year, Gjon Serreci Elementary School in Ferizaj worked in four shifts, with lessons lasting only 25 minutes. During this period, classes contained more than 50 students. This situation improved for the following academic year, with the number of shifts reduced to two. The middle grades of Gjon Serreci Elementary School now attend classes in one of Kuvendi i Arberit School's old buildings, as the latter moved into a new building in September 2008. According to the principal of Thimi Mitko Middle School in Gjilan, his school contains twenty classes with over 40 students, five of them with 44. Also, in the medical school in Gjilan, almost all ten grades contain more than 40 students, with the largest being 45-strong.

Out of the 37 elementary schools in Prishtina, 11 schools work in only one shift; 14 schools have two; 11 schools have three shifts, with a single school operating in four shifts. In Prishtina's 12 high schools, the teaching is divided into two shifts. From data provided by the Municipal Directorate of Education (MDE) about the total number of students in each grade and the number of classes in each, it can be calculated that there are classrooms with more than 45 students. According to Veton Breznica, president of the Students' Council of 28 Nentori High School in Prishtina, one class there has 52 students.

Looking at MDE's data on schools in Prishtina, the 1st grade at Asim Vokshi Elementary School consists of 147 students divided into 3 classes, meaning that each class has 49 students; in the 10th grade of Sami Frasheri High School, the average population of classes is 44 and, in Xhevdet Doda High School, every class in the 10th grade has 45 students.

Compared to other municipalities, Peja seems to be in the best position for class sizes. All elementary and high schools in Peja operate in two shifts, but all classes have less than 45 students, according to MDE's data. In Mitrovica, only one school works in a single shift, 12 schools work in two shifts and the remaining six schools work in three shifts.

Out of the 354 students surveyed, 18 (5.1%) said that their schools work in a single shift; 191 (54.0%) said that their schools work in two shifts; 130 (36.7%) responded that their schools work in three shifts, with 15 (4.2%) claiming that their schools work in four shifts. (See table 9)

5. Violence in schools

In Kosovo, some students suffer violence from their teachers. To uncover the degree of abuse in schools, BIRN interviewed many students who identified those teachers who abused students. In Prishtina, thirty student interviewees said that some teachers in their school abuse them. In one case, in Gjurkovic, a village in Shtime municipality, physical abuse by a teacher resulted in a student requiring medical treatment.

In the second week of December, BIRN produced a report, based upon statements from students at the following elementary schools: Shkendija School in Hajvali, Dardania School in Prishtina and Hasan Prishtina School. The students interviewed at these schools gave the names of teachers they alleged to have abused students.

Eleven students interviewed in Prishtina also stressed the importance of violent abuse by hooligans from outside school, who often threaten and attack students, as well as cases of bullying and abuse between students of the same school. Students at Hasan Prishtina Elementary School claimed that they are constantly threatened by hooligans, even being forced to hand over money.

Three students at Skenderbeu Elementary School in Vaganica, a village in Mitrovica municipality, declared that “most” of their teachers are abusive towards students, and that even the principal had joined in such behaviour. However, the newly-appointed principal at this school, X.H.T., gave one teacher a written warning because of his abusive behaviour. Eight students from schools in Ferizaj declared that teachers in their schools act violently towards students. Six students from elementary schools in Peja claimed that teachers are very

abusive towards them, while four other students said that there are violent acts amongst students themselves. BIRN monitors reported witnessing a total of about 60 cases of physical abuse, including teachers' abuse toward students and violence among students, during the period of observation.

While interviewing Shyqri Obertinca, the principal of Hasan Prishtina Elementary School, one BIRN monitor was shown a number of knives that had, according to Obertinca, been taken from students. During an interview with Isa Morina, Valon Bytyçi and Samir Zullani, representatives of the Prishtina High School Students' Council, emphasised that personal safety is one of the biggest issues for the city's students. Indeed, this is the reason why students of Gjin Gazulli High School in Prishtina pay €3 per month for the services of a security guard.¹⁴

Whilst conducting a survey at Zenel Jajdini Elementary School in Prishtina, one BIRN observer witnessed a fight between two groups of students armed with knives and other dangerous implements. In addition, local media reported that three students were injured during a fight in a middle technical school in Prishtina in April 2009. One of the attackers was actually a former student of the school, who had been expelled because of bad behaviour.

Despite these problems, according to questionnaire respondents, only 18 schools (5.1%) are protected by civil security guards; 23 (6.5%) have no security staff at all; 16 schools (4.5%) have security provided by students themselves, while, in 297 (83.9%), school staff provide for security. (See table 3)

Besides the lack of psychologists in schools, a factor which no doubt contributes a great deal to the high level of abuse, the lack of facilities enable physical and creative activities limits students' outlets for their energy and emotions. Out of 354 students interviewed, 101 (28.5%) said that their schools are not supplied with sports equipment; 133 (37.6%) claimed that their schools are poorly

¹⁴ It should be noted that students of Bedri Pejani high school in Peja have also paid for a security guard at school.

equipped; 65 (18.4%) said that they are 'averagely' equipped; 51 (14.4%) responded that their schools are well-equipped, whilst only 4 (1.1%) thought that their schools were very well equipped for sports activities. (See table 28)

Despite the high prevalence of physical abuse in schools, cooperation with parents does not seem to be sufficient to combat this. In some schools, parents' meetings are held very rarely. Valbona Kastrati, after being appointed the principal of Meto Bajraktari School in Prishtina, immediately organised parents' meetings, as they had not been held for over a year. A related claim was made by Hajdar Binaku, principal of 28 Nentori Technical Middle School. According to him, parents are passive, and few actually attend parents' meetings. Such non-cooperation and non-communication between teachers and parents is also common at Elena Gjika High School in Mitrovica, according to the school's principal, Suzana Hyseni.

Out of 354 questionnaire respondents, 12 (3.4%) claimed that teacher-parent cooperation is 'very bad'; 60 (16.9%) that it is 'bad'; 132 (37.3%) thought cooperation was 'average', 122 (34.5%) responded that it is 'good', with 28 (7.9%) believing it to be 'very good'. (See table 17)

6. Drug abuse

BIRN monitors collected data highlighting the increasing phenomenon of illegal substance abuse in high, and even some elementary, schools. This information was gathered from students at Sami Frasheri School in Prishtina, Shaban Spahija High School in Peja and Fushe-Kosove High School. These students even explained how and where to buy drugs. One of the worst affected schools is reportedly Sami Frasheri High School. Students there have claimed that, in their school, marijuana is used a lot, and such behaviour is even considered normal. These students also reported cases of students taking cocaine. Students at Fushe-Kosove High School claimed that some students buy drugs near the town's railway station.

The increasing number of young drug users is confirmed by police and those NGOs dealing with the psychological treatment of drug addicts and educating youth about the consequences of drug abuse through workshops in schools.¹⁵

This issue was covered in a televised report and debate in an episode of the 'Jeta ne Kosove' current affairs programme, broadcast on 5 February 2009¹⁶. Students interviewed on the show claimed that drugs are sold and offered by students who also serve as drug dealers for people outside of school. Whilst the level of physical abuse and drug use is increasing, 23% of schools offer no psychosocial support, while 31.9% of schools' staff can provide psycho-social support, but do not have trained specialists. (See table 11)

Knowing that there are no medical centres in Kosovo offering psychosocial treatment for antisocial and aggressive students and their victims, the problem of limited psychological support provisions in schools becomes even more significant. Along with unchecked violence in some schools, the lack of physical activities for students and insufficient cooperation between parents and teachers are both factors that have undoubtedly contributed to the increase in the use of illegal drugs. Worryingly, besides 'lighter' drugs such as marijuana and hashish, cocaine and heroin are apparently being abused in educational institutions more and more.

7. Teachers offering private classes

Many elementary and high school teachers offer private courses on various subjects to the same students they teach in their day job. Usually, students pay for these extra classes, which are held either in school or the teachers' houses.

Many students told BIRN that attending these classes affects teachers' evaluations in school, with those students who attend private courses receiving better grades, even if they are no more capable than those who do not attend such courses.

¹⁵ 'Centre Labirinthi' in Prishtina and 'Kosovo and European children for their rights' in Prizren.

¹⁶ 'Jeta ne Kosove' ('Life in Kosovo') is co-produced by BIRN and Radio-Television Kosovo (RTK), the public TV broadcaster. The show can be seen on RTK, every Thursday at 20:20.

Students from Dardania Elementary School in Prishtina claimed that an English teacher, L.K., held private courses and acted favourably in school towards those who attended private classes. Students of other schools reported numerous similar cases. Students of Sami Frasheri High School said that one teacher, A.J., taught private maths courses at a cost of €20 per month.

Seven students from Prishtina interviewed by BIRN claimed that some teachers at their schools were giving private courses. Similarly, private courses are reportedly being held by some teachers of Kuvendi i Arbrit High School and Ahmet Hoxha Elementary School in Ferizaj/Urosevac, with students paying between €10 and €20 per month. In Peja, private courses are being taught by teachers from Lidhja e Prizrenit School, where students pay €10 per month. One student at this school, V.D., said that attending these private courses is almost an obligation, as students who do not attend receive poor grades in school.

8. Cancelled classes

As a result of electrical power outages, classes are not always held regularly. Students attending afternoon classes suffer the most. Hasan Prishtina Elementary School has many cancelled classes. According to Xheraldina Rexhepi, a mother of two students attending this school, classes were not held “most of the time” in the winter months. As the head of the Parents’ Council of this school, she claimed that she contacted the Municipality Directorate of Education, who explained that there were insufficient funds to repair the school’s generator.

Hamdi Shyti, principal of Migjeni Elementary School in Mitrovica, said that, in the winter, many afternoon classes were cancelled because of a lack of electricity. Faik Berisha, principal of Afrimi dhe Fahriu Elementary School in Lluzhan, a village in Podujeva municipality, also claimed that lessons had been cancelled due to electricity shortages.

Unlike these cases, the vice-principal of Ferizaj Technical High School, Imri Musliu, said that classes had been missed at that school because teachers had been busy with religious rituals, such as prayers, when they were scheduled to take classes.

The most extreme case of cancelled classes occurred during the 2008/09 school year at Hasan Prishtina Elementary School, where teaching was halted for three weeks. According to the school's principal, Shyqeri Obertinca, this occurred due to both the renovation of school buildings and confusion over the number of students to be transferred to the newly-built elementary school in the Lagja e Spitalit district.

9. Poor levels of cleanliness

Despite the large number of students and the persistent water shortages across the country, Kosovo's schools do not have any reservoirs. Water stoppages can last for as long as three days, as was the case at Zejnel Salihu Elementary School in Bardh, a village in Prishtina municipality.¹⁷ In an even worse case, Zahir Pajaziti elementary school in Orllan does not have any access to the water supply system.¹⁸

In more than half of the schools monitored, the level of hygiene was thought inadequate in classrooms, halls, laboratories and workshops. The evaluation is even worse for school toilets: out of 354 questionnaire responses, 221 (60.5%) described the sanitary standards of toilets as 'very low' or 'low'; 98 (27.7%) described them as 'average'; only 29 (8.2%) described them as 'sufficient', with just 6 (1.7%) believing that school toilets are clean to a 'high' or 'very high' level. (See tables 4, 5, 6 and 7)

¹⁷ Interview with Ismet Bajçinca, principal of the school "Zejnel Salihu" in the village of Bardh i Madh

¹⁸ Interview with Muharrem Hoxha, principal of the school "Zahir Pajaziti" in the village of Orllan, December 2008

10. Graduation exams

The generally low level of knowledge amongst high school students is highlighted by graduation exams. In June 2008, out of a total of 20,072 students taking graduation exams, just 9,017 students (44.7%) passed. The pass mark was 50%.

A few days after the publication of these results, MEST made the decision to lower the threshold to 45%, allowing 12,049 students to pass the exams in August. The following term's test was passed by a further 6,085 students.

Even though six different exams were compiled, students at professional schools were discriminated against, since the majority of questions had nothing related to such courses. "According to the lesson plans compiled by MEST, out of the 32 classes in a week, 17 are to be vocational and six are to be practical lessons. Yet, students have to take a test of general school courses," Iziija Mjekiqi, an electronics teacher at Obilic high school, said,

Also the graduation test discriminates against students who attend the two high school in Kosovo that conduct lessons in English: the American School of Kosovo, whose students sat the graduation exam, and Mehmet Akif School, whose students sat the graduation exam for the School of Natural Sciences.

There are six kinds of graduation exam, each appropriate for a different school course.

- Graduation exam for General Studies
- Graduation exam for the School of Modern Language
- Graduation exam for the School of Social Sciences
- Graduation exam for the School of Natural Sciences
- Graduation exam for the School of Mathematics and Informatics
- Graduation exam for Professional Education

As for irregularities in the implementation of the graduation tests, Ismet Potera, principal of the Institute of Pedagogy of Kosovo, monitored the process and stated that, in some municipalities, teachers completed the tests instead of students, apparently in an attempt to hide their failure to teach students properly. Potera added that there was also interference from municipality directorates, who assisted students with exams in order to avoid receiving broadly negative results in their municipalities.¹⁹

Ardit Gashi, a student from Ferizaj, who sat his graduation exam in 2008, claimed that there were irregularities during the test. He claimed that the papers were not delivered at the right time, so students did not have the appropriate and required time to complete them. Gashi also said that invigilators showed extreme tolerance towards cheating in the exam hall. "Everybody in my class was copying. Meanwhile, in another class, the monitor told students not to respond to the economics and informatics questions because they were going to bring them a completed paper to copy," he said.²⁰

In addition, BIRN noticed some mistakes in the compiling of some graduation tests. For example, the following questions were found in an English language paper:

1. Choose the correct answer to complete the question:
Of all the fruit I like _____ best because it's so juicy.

- a orange*
- an orange*
- orange*
- the orange*

¹⁹ Ismet Potera, from Jeta ne Kosove TV debate entitled 'The Quality of Education in Kosovo', broadcast on RTK on 3 July 2008.

²⁰ Ardit Gashi, from Jeta ne Kosove TV debate entitled 'The Quality of Education in Kosovo', broadcast on RTK on 3 July 2008.

This question may have confused students, because instead of the word 'sentence', the word 'question' was used.

2. Which word is different?

- | | |
|-----------|----------|
| A. bright | E. bring |
| B. tight | F. swing |
| C. right | G. wing |
| D. fight | H. cling |

This question was written without offering any explanation to students. In this form, the question does not specify criteria for the difference between the words. It is unclear whether the 'different word' differs in meaning, pronunciation or some morphologic/phonetic aspect.

3. In the words below, the underlined letter(s) are pronounced in the same way EXCEPT for one. Which one?

- | | |
|-----------|-----------|
| A. enough | C. though |
| B. though | D. rough |

In this question, options B and C are the same, which may have confused students.

Another technical mistake, which may have caused the students to either skip the question or give a wrong answer, was included in the A test for the Language Gymnasium paper.²¹

In addition, some subjective questions were included in the graduation test, such as the following question from the Albanian language paper, in which a passage is given to students, and they are asked to select an appropriate title.

²¹ Question 66 referred to a picture, about which students had to answer, that was actually printed on a different page.

Passage:

I left the town beyond the Bahcallek Bridge. I began to recite: "Above the river of Babylon, there we sat and cried and longed for Zion." I walked alone. I tried to walk quickly, so the darkness would not trap me on the road. But the darkness had already conquered me, the darkness of mind. And I didn't know which way to go. Where am I? Where am I heading for? There? Over there? What will I do?

I felt like being nothing more than a balloon in the air, which floats in whichever way the winds blows. And what is the wind? Is it the life itself? Enormous sadness! Oh Almighty God, stay with us because it's getting dark!

The most likely title for the first part (the above passage) would be:

- A. *Darkness of mind*
- B. *I began to recite*
- C. *Over the river of Babylon*
- D. *Where am I heading for?*

The question is very subjective, because, there are no clear indicators or suggestions that might lead to intelligent students favouring any one of the preferred titles. Any answer may have reasonably been given according to students' reasoning, although the mark scheme allowed for only one.

11. Irregularities in the employment of school staff

During the monitoring of elementary and high schools, BIRN uncovered and/or investigated some irregularities in the employment process of some school principals and secretaries.

1. Three years ago, Haki Dili was appointed as the principal of 7 Shtatori Commercial and Hotelier High School in Prishtina. This led to another candidate, Bajram Islami, delivering a complaint to the Independent Oversight Board of Kosovo (IOBK). Two years later, the IOBK concluded that there were irregularities in that case, and Bajram Islami had fulfilled all the criteria for winning that job. However, even in a new competition for the job, Dili was once again selected as the school's principal, despite Islami's 30 years of experience as a principal, and Dili's lack of managerial experience and limited experience in education. In this case, MEST did not take the findings and conclusions of the IOBK into consideration.

2. At Abdyl Frasheri Agricultural Middle School in Prishtina, Xhevdet Gashi had been employed as a secretary since November 2006. Even though he had another valid contract to run from 1 September 2007 until 31 August 2008, the Municipal Directorate of Education (MDE) on January 2008 employed another secretary, Faik Azemi, without any competition. Azemi was given a contract lasting from 1 January 2008 until 31 August 2008 without the school principal's approval. Aside from the first irregularity of the employment of Azemi, who was appointed without undergoing the regular procedure, the contract signed by the former director of MDE, Rustem Buzhala, does not include the employee registration number, which is necessary for every civil servant. In addition, the school's name is not included in the contract. Gashi receives a salary of €215 for his job as a middle school secretary. Azemi receives €205 for the position of an elementary school secretary, even though the school he is appointed to is a middle school. Nexhmi Leci, the school principal, filed a claim regarding this case on 12 February 2008, handing it to Halim Halimi, the Acting Director of MDE. The latter did not respond to this case, resulting in Azemi receiving his salary for the first two months of 2008.

When Agim Gashi was elected the new Director of MDE, Leci filed the same claim again and a decision was made that Azemi should be dismissed. Therefore, he was not on the pay-roll for March. However, Leci told BIRN²² that Azemi was included on the school's pay-roll for April as a 'full-time teacher',

²² Interview with principal of Abdyl Frasheri School. 15 April 2008

despite the fact that he did not and does not teach at all in this school. The principal reacted again, meeting the Director of MDE to demand an explanation. Agim Gashi told the principal that Azemi is included on the pay-roll at the demand of former Acting Director of MDE, Halim Halimi, who is now Director of the General Administration of Prishtina Municipality. Meanwhile, Nexhmi Leci told BIRN that Faik Azemi is listed as a school secretary on the payroll for April, while the first school secretary, Xhevdet Gashi, is now listed as a teacher with 19 classes, even though he has never taught at all, as there are no vacant teaching positions. The principal said that Azemi does not do any work at the school. Indeed, he does not even come to the building. (BIRN has obtained documentation to support these claims.²³)

3. The Municipal Department of Education in Prizren held a competition for the selection of principals for all elementary and high schools, even though some of Prizren's principals had contracts lasting until 2010.

BIRN interviewed two current school principals, Nazrie Aliarifi, principal of Emin Duraku School in Prizren, and Ridvan Hoxha, principal of Prizren Medical High School, whose contract was due to expire at the end of January 2010. Both expressed suspicions that the forced competition was politically motivated. Aliarifi told BIRN that she is not a member of any political party. Hoxha, meanwhile, is the vice-president of the Prizren branch of the Democratic League of Kosovo (LDK). BIRN interviewed the municipal director of Prizren, who stressed that, although most principals and vice-principals were LDK activists, this was not the reason for the competition, which, he claimed, did not violate the law. According to him, the reason for the competition was to improve the standard of edu-

23 The documentation obtained by BIRN includes:

1. Payroll for employees of Abbdyl Frashëri school for January, March and April 2008.
2. The first and second contract of the first school secretary, Xhevdet Gashi.
3. The contract of the second school secretary, Faik Azemi.
4. The complaint presented to Halim Halimi, former director of Prishtina's MDE, by principal Nazmi Leci.
5. The complaint presented to Agim Gashi, the present director of MDE, by principal Nazmi Leci.
6. The complaint presented to the Legal Office in Prishtina Municipality by principal Nazmi Leci.

cation in the municipality. After a great number of complaints from incumbent principals were sent to Kosovo's Assembly, Presidency, International Civilian Office and foreign embassies, the competition was annulled for those schools in which the present principal's contract is valid until 2010.

RECOMMENDATIONS

1. For the Ministry of Education, Science and Technology (MEST):

- Amend Administrative Directive No.50/04, as this requires that students in the 1st to 6th grades must progress, even if they fail to meet basic requirements.
- Increase the number and profile of inspectors evaluating the quality of teachers' performance in classrooms.
- Constantly strive to improve teachers' professional skills through training.
- Compile adequate textbooks for professional schools.
- Analyse those textbooks and materials currently used in class, and replace them with more suitable texts, according to students' age and development.
- Strive to provide practical work experience for students at professional schools by drawing up agreements with private enterprises.
- Construct new school buildings in towns to reduce classroom overcrowding.
- Employ psychologists in those schools that currently do not have them to work with problematic students, especially those using illegal drugs.
- Employ security staff in schools in order to stop cases of violence towards students, both from inside and outside of school.
- Create a regulatory regime, proscribing teachers from offering private courses and allowing the use of sanctions against those who do so.
- Provide electricity generators for schools operating in shifts, in order to reduce the number of school hours wasted due to power cuts.
- Provide reservoirs or water tanks for schools, in order to maintain higher levels of cleanliness and health.
- Appropriately profile and prepare graduation tests, to ensure they are in line with, and appropriate for, the programmes and curricula covered by students.
- Develop legal standards for schools of all levels to limit the number of students allowed in one class.

2. For Municipal Departments of Education (MDE):

- Increase the degree of principals' autonomy in managing schools' budgets.
- Supply schools consistently and regularly with necessary materials and hygiene equipment.

3. For school principals:

- Conduct systematic evaluations of teachers' work, both in the classroom and in preparations for lessons.
- Rigorously assess and control teachers' evaluations and grading of students.
- Forbid teachers from providing private courses and take measures against those who do so.
- Strive to win opportunities for students to gain practical work experience, especially in professional schools, by making agreements with private companies and enterprises.
- Assist with the implementation of MEST and MDE legislation for the selection of school staff, in particular by demanding that every person appointed as a school principal be qualified for, and capable of, governing, leading and evaluating schools at the appropriate level.

4. For teachers:

- Harmonise the criteria used to evaluate students, which may be evidenced by the elimination of extreme differences between students' grades in the first and second term.
- Define rigorous criteria for the evaluation of students, especially in their second term.
- Find other forms of cooperation with parents besides formal parents' meetings, to help reduce the level of violence and drug abuse amongst Kosovo's students.

5. For parents:

- Participate regularly in parents' meetings. Also, try to cooperate more closely with teachers through informal means.

Tabulated questionnaire responses

Level of school monitored

		Frequency	Percentage
Valid	Elementary school	247	69.8
	High school	107	30.2
	Total	354	100.0

Table 1

Municipality of school

		Frequency	Percentage
Valid	Prishtina	221	62.4
	Gjilani	2	0.6
	Ferizaji	32	9.0
	Mitrovica	63	17.8
	Peja	36	10.2
	Total	354	100.0

Table 2

Does the school have a person responsible for security (e.g. guard) at the entrance? If so, who is it?

		Frequency	Percentage
Valid	No security personnel	23	6.5
	Security is taken care of by the pupils' care takers	16	4.5
	Security is taken care of by technical staff	297	83.9
	Security is taken care of by civilian police	18	5.1
	Total	354	100.0

Table 3

How would you describe the level of hygiene in the
schoolyard?

		Frequency	Percentage
Valid	Very low	9	2.5
	Low	52	14.7
	Moderate	198	55.9
	High	89	25.1
	Very high	6	1.7
	Total	354	100.0

Table 4

How would you describe the level of hygiene in corridors?

		Frequency	Percentage
Valid	Very low	4	1.1
	Low	37	10.5
	Moderate	137	38.7
	High	163	46.0
	Very high	13	3.7
	Total	354	100.0

Table 5

How would you describe the level of hygiene in classrooms and workshops?

		Frequency	Percentage
Valid	Very low	9	2.5
	Low	58	16.4
	Moderate	192	54.2
	High	86	24.3
	Very high	9	2.5
	Total	354	100.0

Table 6

How would you describe the level of hygiene in toilets?

		Frequency	Percentage
Valid	Very low	77	21.8
	Low	144	40.7
	Moderate	98	27.7
	High	29	8.2
	Very high	6	1.7
	Total	354	100.0

Table 7

How would you describe students' behaviour/discipline during lessons?

		Frequency	Percentage
Valid	Very poor	4	1.1
	Poor	21	5.9
	Average	177	50.0
	Good	143	40.4
	Very good	9	2.5
	Total	354	100.0

Table 8

How many shifts does the school operate daily?

		Frequency	Percentage
Valid	One	18	5.1
	Two	191	54.0
	Three	130	36.7
	Four	15	4.2
	Total	354	100.0

Table 9

How long are lessons?

		Frequency	Percentage
Valid	30 minutes	7	2.0
	35 minutes	32	9.0
	40 minutes	278	78.5
	45 minutes	37	10.5
	Total	354	100.0

Table 10

Are students offered psycho-social support? If so, by whom?

		Frequency	Percentage
Valid	No support offered	83	23.4
	Support provided by school psychologist	140	39.5
	Support provided by school doctor	8	2.3
	Support provided by school staff	113	31.9
	Support provided by external professional organisation	10	2.8
	Total	354	100.0

Table 11

Is there any regional discrimination in the school?

		Frequency	Percentage
Valid	Never	304	85.9
	Rarely	21	5.9
	Sometimes	24	6.8
	Often	5	1.4
	Total	354	100

Table 12

Is there gender-based discrimination in the school?

		Frequency	Percentage
Valid	Never	289	81.6
	Rarely	28	7.9
	Sometimes	32	9.0
	Often	5	1.4
	Total	354	100.0

Table 13

Is there ethnic discrimination in the school?

		Frequency	Percentage
Valid	Never	325	91.8
	Rarely	17	4.8
	Sometimes	11	3.1
	Often	1	.3
	Total	354	100.0

Table 14

Do students take part in extra-curricular activities at school?

		Frequency	Percentage
Valid	Never	23	6.5
	Rarely	71	20.1
	Sometimes	150	42.4
	Often	92	26.0
	Continuously	18	5.1
	Total	354	100.0

Table 15

Do teachers and other staff meet with parents?

		Frequency	Percentage
Valid	Official meetings only	96	27.1
	Official meetings and additional, informal, meetings	244	68.9
	Even official meetings do not take place	12	3.4
	No meetings at all	2	.6
	Total	354	100.0

Table 16

How well do parents cooperate with teachers (in the educational process and discipline)?

		Frequency	Percentage
Valid	Very poorly	12	3.4
	Poorly	60	16.9
	Moderately	132	37.3
	Well	122	34.5
	Very well	28	7.9
	Total	354	100.0

Table 17

How often are teachers absent from the classroom during lessons?

		Frequency	Percentage
Valid	Never	12	3.4
	Rarely	301	85.0
	Sometimes	34	9.6
	Often	7	2.0
	Total	354	100.0

Table 18

Are teachers qualified?

		Frequency	Percentage
Valid	100 %	145	41.0
	95% - 100%	153	43.2
	90% - 95%	32	9.0
	85% - 90%	8	2.3
	80% - 85%	5	1.4
	70% - 80%	8	2.3
	< 70%	3	.8
	Total	354	100.0

Table 19

How many teachers use modern teaching methods, such as group work, lessons in workshops, practical work, structure E.R.R?

		Frequency	Percentage
Valid	All of them	17	4.8
	A large number	165	46.6
	Around half	100	28.2
	A small number	61	17.2
	None	11	3.1
	Total	354	100.0

Table 20

What is the biggest obstacle for the implementation of modern teaching methods?

		Frequency	Percentage
Valid	Lack of adequate textbooks	23	6.5
	Large number of students in each class	68	19.2
	Lack of proper equipment	72	20.3
	Lack of necessary workshops/labs/sports halls	177	50.0
	Inability or unwillingness of teaching staff	14	4.0
	Total	354	100.0

Table 21

Are modern methods of evaluation used (tests, essays, continuous evaluation)?

		Frequency	Percentage
Valid	Yes, by all teachers	38	10.7
	Yes, by a large number of teachers	195	55.1
	Yes, by half of the teachers	91	25.7
	Yes, by a small number of teachers	30	8.5
	Total	354	100.0

Table 22

For how many subjects are books provided?

		Frequency	Percentage
Valid	100% of subjects	254	71.8
	90 % - 100% of subjects	37	10.5
	80% - 90% of subjects	2	.6
	70% - 80% of subjects	3	.8
	60% - 70% of subjects	4	1.1
	50% - 60% of subjects	3	.8
	< 50% of subjects	51	14.4
	Total	354	100.0

Table 23

If there is no book for a certain subject, what do teachers do?

		Frequency	Percentage
Valid	Dictate lessons	98	27.7
	Prepare handouts	7	2.0
	Provides different materials	9	2.5
	Refers students to materials	4	1.1
	Does not offer material	2	.6
	N/A (There are textbooks available for all subjects)	234	66.1
	Total	354	100.0

Table 24

How many teachers use dictation as their primary teaching method?

		Frequency	Percentage
Valid	It is not used	226	63.8
	Around 5 % of teachers	46	13.0
	Around 10 % of teachers	11	3.1
	Around 15 % of teachers	5	1.4
	Around 20 % of teachers	9	2.5
	Around 30 % of teachers	11	3.1
	More than 30 % of teachers	46	13.0
	Total	354	100.0

Table 25

What is the biggest problem with textbooks?

		Frequency	Percentage
Valid	They are inadequate for teaching their subject	33	9.3
	They are inadequate for students' level	64	18.1
	They are unprofessional	51	14.4
	They do not stimulate critical thinking and interaction	112	31.6
	They primarily support teachers, rather than promote students' learning	94	26.6
	Total	354	100.0

Table 26

How well is the school supplied with didactic equipment?

		Frequency	Percentage
Valid	Not at all	8	2.3
	Poorly	47	13.3
	Averagely	139	39.3
	Well	158	44.6
	Very well	2	.6
	Total	354	100.0

Table 27

How well is the school supplied with sports equipment?

		Frequency	Percentage
Valid	Not supplied at all	101	28.5
	Poorly supplied	133	37.6
	Averagely supplied	65	18.4
	Well supplied	51	14.4
	Very well supplied	4	1.1
	Total	354	100.0

Table 28

How well is the school supplied with necessary inventar in classrooms?

		Frequency	Percentage
Valid	Poorly	48	13.6
	Averagely	81	22.9
	Well	212	59.9
	Very well	13	3.7
	Total	354	100.0

Table 29

How well is the school supplied with hygienic and technical equipment?

		Frequency	Percentage
Valid	Not at all	27	7.6
	Poorly	39	11.0
	Moderately well	60	16.9
	Well	208	58.8
	Very well	20	5.6
	Total	354	100.0

Table 30

List of Acronyms

BIRN	Balkan Investigative Reporting Network
MEST	Ministry of Education Science and Technology
MED	Municipal Education Department
HS	High School
ES	Elementary School

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