



Qendra për Arsim e Kosovës
Kosova Education Center

KEC



Assessment on the quality of primary education in Kosovo

Report



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1. INTRODUCTION

The researcher team from Kosovo is thankful to the AVSI-CESAL for their initiative to research the quality of primary education in Kosovo.

We thank you for the possibility of involving us to this research and also for the overall help you offered any time we asked for. The researchers would especially like to thank Esther Werth, leader of the project who has always shown patience and readiness to help in order to realize this project fully and successfully.

This study was conducted by:

- 1. Ardita Kabashi-Hima, member of the research team, program manager in Kosovo Education Center**
- 2. Petrit Tahiri, member of the research team and consultant for data preparation on the SPSS Software.**

The Kosovar system of Education has been going through intensive transformation processes from a state of emergency of 2000 to the consolidation and development phase of 2005. Apart from necessary measures in the field of physical infrastructure during the emergency phase, new realities created in the Kosovar society were coupled with more typical “software” measures in the sector of education. The readiness for the change in the ranks of the academic and schooling community in Kosovo was a necessary precondition and warranty for the implementation of the foreseen measures. The first measures were taken to set the main pillars on which to base future reforming actions for the Kosovar education system. For this purpose mixed local and international expert working groups started working on the new Curricular Framework of Kosovo, intensive teacher training programs on new approaches in teaching and learning started being implemented, and the new structure 5-4-4 (4) was set for the system of pre-university education in Kosovo.

In the recent years a lot has been done in the Kosovar education in increasing access and inclusion and in providing more equity in the education offer for all citizens of Kosova. This made possible thanks to the new reality built up after the war and as a result of unreserved engagement of local officials who benefited from maximum support by the international community.

More access resulted from a wider spectrum of education services offered by education institutions (primarily in the field of informal and non-formal education), by promoting and implementing the philosophy of inclusive education, by democratizing education contents and practices, and by ensuring equal access to minorities an all levels of decision making across the system. In concrete terms most of the teachers and educators have been involved in some kind of training programs on democratization of relationships in schools and in transferring good practices and interaction both with in the school and between the school and community. Special attention in this respect was given to inclusion in the system of so called groups in danger. Thus, catch up classes have been organized with 3,580 students of Roma, Ashkali and Egyptian communities, of whom 865 went on to join regular schooling. Intensive catch up instruction being organized for 329 pupils age between 9 and 16. Implementation of grade nine of lower secondary education, measures of positive discrimination for minority students (25 % more funds allocated for every minority student compared to funds for majority Albanian students and 30% more teachers hired for minorities for the same number of majority students), implementation of good practices in classrooms coupled with improvement of

physical infrastructure in schools have resulted in improved access, inclusion and participation of children and youth in respective levels of schooling in Kosovo. Inclusion of children in compulsory education has reached 97% whereas inclusion in the upper secondary education, especially of girl students has gone up for 30% from 1999 to 2004. In this regard the World Bank project for improvement of participation in education has been critical.

However, in spite of significant accomplishment, which came as a result of unreserved efforts of local and international experts and officials, inclusion of children and youth in the education system in Kosovo and the equity provided by it can not yet be compared with the access and inclusion offered in the developed countries in the pre school and upper secondary education, in particular.

Thus, due the lack of needed funds, the lack of awareness on importance of education, because of the lack of adequate education policies promoting inclusion and equity, and because of the low level of cross-sector cooperation with the purpose of increasing inclusion in education, there are still significant gaps in inclusiveness in the Kosovar system of education. This goes especially for participation of girls in all levels of education and for insufficient inclusion of children with special needs.

2. ASSESSMENT ON THE QUALITY OF PRIMARY EDUCATION ' IN KOSOVO

One of the actions foreseen in the project was assessing the quality of primary education in the municipalities of Peja and Gjakova and specifically the causes of the drop out. The study measured the influence of the following three variables on the drop out process:

- Level of training of teachers;
- Suitability of the infrastructures and resources (building, didactic material, equipment, etc);
- Rate of pupils dropping out of the school.

The assessment was done through questionnaires which were fulfilled by teachers and directors of all the schools in the municipalities of Peja and Gjakova.

The model which was used in Kosovo was based on the model applied in Albania with the necessary corrections. There were two different questionnaires, one for teachers and one for directors.

Kosovo Education Center appointed two experts with experience in the field of designing and doing social researches. Their task was to:

1. Adapt the questionnaires to the Kosovo contest;
2. Define and supervise the whole process, including training to the teachers, implementation, distribution and collection of the questionnaires and also creation of the database;
3. Contextualize the statistical results where as the Didactic Centers in Peja in Gjakova, were in charge with:
 1. Contacting the schools and informing about the project;
 2. Giving advice and train the teachers and directors on the procedure for fulfilling the questionnaires;
 3. Distributing the questionnaires and collecting them once they were fulfilled;

3. ACTIVITIES

After several coordinating meetings with the staff of KEC, AVSI and Didactic Centers the project started. At the beginning of the project KEC informed the Ministry of Education, Science and Technology about this survey. MEST was pleased to hear about this project and the cooperation with MEST was in a high level. They helped us to inform the directors of the schools about the survey in order to have more success in this project.. Ministry of Education also helped us with the needed information such as gender and ethnicity of directors, number of teachers, divided by gender and ethnicity and also number of children, divided by gender and ethnicity.

The development of the questionnaires for Kosovo was done on basis of the questionnaires from Albania. At the end, there were two new questionnaires, one for directors and one for teachers.

KEC started with the adaptation of the questionnaires according to the Article 5.2 of the agreement. This issue was discussed several times and after the questionnaires were submitted to the experts from Madrid we agreed on the final version of the questionnaires.

After we got the final version of the questionnaires, we have started with the training for teachers and also with the directors.

4. NUMBER OF SCHOOLS AND TEACHERS FROM PEJA REGION

Number of schools and teachers from Urban areas								Number of schools and teachers from Rural areas							
No	Name of School	Place	Nr. teachers	Nr. questionnaires	Return	Missing	Blank	No	Name of School	Place	Nr. teachers	Nr. questionnaires	Return	Missing	Blank
1	8 Marsi	Pejë	68	Nr. 1 - Nr. 68	55	13		1	Lidhja e Pejës	Novosellë	29	Nr. 446 - Nr. 474	23	6	
2	Ramiz Sadiku	Pejë	35	Nr. 69 - Nr. 103	31	4		2	Sami Frashëri	Ozdrim	12	Nr. 475 - Nr. 486	12		
3	Xhemail Kada	Pejë	67	Nr. 104 - Nr. 170	62	5		3	7 Shtatori	Draga Babaqiq	48	Nr. 487 - Nr. 534	43	5	
4	Smajl Hajdaraj	Pejë	21	Nr. 171 - Nr. 191	20	1		4	Rilindja	Trestenik	24	Nr. 535 - Nr. 558	20	4	
5	Ismet Rraci	Klinë	55	Nr. 192 - Nr. 246	39	12	4	5	Pjetër Budi	Poqestë	24	Nr. 559 - Nr. 582	20	3	1
6	Edmond Hoxha	Junik	39	Nr. 247 - Nr. 285	38	1		6	28 Nëntori	Raushiq	39	Nr. 583 - Nr. 621	37	2	
7	Lidhja e Prizrenit	Deçan	69	Nr. 286 - Nr. 354	54	15		7	Vëllazërimi	Baran	50	Nr. 622 - Nr. 671	50		
8	Bajram Curri	Istog	91	Nr. 355 - Nr. 445	91			8	Migjeni	Glllogjan	26	Nr. 672 - Nr. 697	26		
								9	Përparimi	Drelaj	10	Nr. 698 - Nr. 707	9	1	
								10	Janko Joviqevic	Gorazhdevc	9	Nr. 708 - Nr. 716	0	9	
								11	Emin	Sferkë	57	Nr. 717 - Nr. 773	56	1	

									Mjeda			1214			
							28	Tre				Nr. 1215 - Nr.			
								Deshmoret	Uçë	28		1242	27	1	
							29	Zymer				Nr. 1243 - Nr.			
								Zeka	Kaliqan	19		1261	19		
							30	Mehmet				Nr. 1262 - Nr.			
								Akif		16		1277	16		
Total URBAN:		445		390	51	4		Total RURAL:		832		776	48	8	

Nr. of Schools included in Survey		
Peja urban		8
Peja rural		30
Total		38

Nr. of questionnaires	
Peja urban	445
Peja rural	832
Total	1277

Distribution		Returned	Missing	Blanc
Peja rural	832	776	48	8
Peja urban	445	390	51	4

Total	1277	1166	99	12
%		91,31%	7,75%	0,94%

5. NUMBER OF SCHOOLS AND TEACHERS FROM GJAKOVA REGION

Number of schools and teachers from Urban areas							Number of schools and teachers from Rural areas						
No	Name School	Place	Nr. teachers	Nr. questionnaires	Missing	Blank	No	Name of School	Place	Nr. teachers	Nr. questionnaires	Missing	Blank
1	"Zekirja Rexha"	Gjakove	96	Nr. 1278 - Nr. 1374	12		1	"Q.Bakija"	Dol	26	Nr. 1652 - Nr. 1677	1	
2	"F.Agani"	Gjakove	35	Nr. 1375 - Nr. 1408	2	2	2	"M.Z.Perkaj"	Sheremet	21	Nr. 1678 - Nr. 1698		
3	"E.Duraku"	Gjakove	39	Nr. 1409 - Nr. 1447	10	1	3	"R.Pula"	Doblibare"	22	Nr. 1699 - Nr. 1720	2	
4	S.Riza"	Gjakove	44	Nr. 1448 - Nr. 1491	2		4	"G.Terbeshi"	Ponoshec	16	Nr. 1721 - Nr. 1736		
5	"I.Mazreku"	Malisheve	42	Nr. 1492 - Nr. 1533	8		5	"G.Hoxha"	Rogove	52	Nr. 1737 - Nr. 1788		7
6	"I.Boletini"	Rahovec	68	Nr. 1534 - Nr. 1601	13		6	"Ahmet Rrustemi"	Bec	28	Nr. 1789 - Nr. 1816	8	
7	"7 shtatori"	Rahovec	24	Nr. 1602 - Nr. 1625	1	2	7	"P.Bodani"	Demjan 2	18	Nr. 1817 - Nr. 1834		
8	Ardhmeria"	Rahovec	26	Nr. 1626 - Nr. 1651		1	8	"F.Noli"	Dujake	28	Nr. 1835 - Nr. 1862	6	
							9	"Gj. Fishta"	Bishtazhin	33	Nr. 1863 - Nr. 1895	2	1
							10	"N.Ferizi"	Lipovec	14	Nr. 1896 - Nr. 1909		
							11	"F.Binishi"	Zhabel	16	Nr. 1910 - Nr. 1925	4	
							12	"Vllazerimi"	Cermjan	25	Nr. 1926 - Nr. 1950	2	
							13	"Z.L.Marku"	Brekoc	43	Nr. 1951 - Nr. 1993	4	
							14	"L.Gurakuqi"	Korenice	10	Nr. 1994 - Nr. 2003		
							15	"Imer Krasniqi"	Caralluk	22	Nr. 2004 - Nr. 2025	1	
							16	"R.Morina"	Damanek	24	Nr. 2026 - Nr. 2049	1	
							17	"D.E Bubavecit"	Bubavec	25	Nr. 2050 - Nr. 2074		

							18	"N.Fraseri"	Banje	31	Nr. 2075 - Nr. 2105	7		
							19	"V.Pagarusha	Pagarushe	24	Nr. 2106 - Nr. 2129	1		
							20	"K.Gashi"	Kijeve	20	Nr. 2130 - Nr. 2149	5		
							21	"B.Curri"	Drenoc	29	Nr. 2150 - Nr. 2178	9		
							22	PN Lacaj+Kapllant	Lacaj +Kapllant	46	Nr. 2179 - Nr. 2224	32		
							23	"I.Qemali"	Bellanice	25	Nr. 2225 - Nr. 2249	1		
							24	"D.e Kombit"	Guncat	19	Nr. 2250 - Nr. 2268			
							25	"Gj.Fishta"	Senik	20	Nr. 2269 - Nr. 2288	1		
							26	"A.Vokshi"	Panorc	23	Nr. 2289 - Nr. 2311			
							27	"Shkendija"	Shkoze	19	Nr. 2312 - Nr. 2330	1		
							28	"P.N.Luarasi"	Lapqeve	19	Nr. 2331 - Nr. 2349	1		
							29	"F.Agani"	Turjake	24	Nr. 2350 - Nr. 2373	4		
							30	"Gj.K.Skenderbeu"	Lazice	27	Nr. 2374 - Nr. 2400	10		
							31	"E.Qabej"	Gurbardhe	34	Nr. 2401 - Nr. 2434	6		
							32	"E.Duraku"		22	Nr. 2435 - Nr. 2456			
							33	PN Marali		15	Nr. 2457 - Nr. 2471			
							34	"Liria"	Fortese	60	Nr. 2472 - Nr. 2531	12	1	
							35	"4 deshmoret"	Ratkoc	68	Nr. 2532 - Nr. 2599	10		
							36	"Kramovik"	Kramovik	27	Nr. 2600 - Nr. 2626		5	
							37	"Bajram Curri"	Krushe e madhe	59	Nr. 2627 - Nr. 2685	20		
							38	"Faik Konica"	Celine	26	Nr. 2686 - Nr. 2711	1	2	
							39	"Heronjet e Kosoves	Hocë e vogel	32	Nr. 2712 - Nr. 2743		5	

						40	"Lidhja e Prizrenit"	Apterushë	26	Nr. 2744 - Nr. 2769	1	3			
Total URBAN:						374			48	6	Total RURAL:		1118	153	24

Nr. of Schools included in Survey	
Gjakova urban	8
Gjakova rural	40
Total	48

Nr. of questionnaires	
Gjakova urban	374
Gjakova rural	1118
Total	1492

	Distribution	Returned	Missing	Blanc
Gjakova rural	1118	965	153	24
Gjakova urban	374	326	48	6
Total	1492	1291	201	30
%		86,53%	13,47%	2,01%

6. STATISTICS

PEJA

Nr. of Schools included in Survey		
Peja urban		8
Peja rural		30
Total		38

Nr. of questionnaires	
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GJAKOVA

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Gjakova urban		8
Gjakova rural		40
Total		48

Nr. of questionnaires	
Gjakova urban	374
Gjakova rural	1118
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	Distribution	Returned	Missing	Blanc
Gjakova rural	1118	965	153	24
Gjakova urban	374	326	48	6
Total	1492	1291	201	30
%		86,53%	13,47%	2,01%

% of total distribution

	Distribution	Returned	Missing	Blanc	Unknown
Peja rural	832	776	48	8	
Peja urban	445	390	51	4	
Gjakova rural	1118	965	153	24	
Gjakova urban	374	326	48	6	
Total	2769	2457	300	42	15
%		88,73%	10,83%	1,52%	

Questionnaires dist:	2769	100%
In database:	2412	87%
Questionnaires not valid:	357	13%

6.1 GENERAL INFORMATION ABOUT THE EDUCATIONAL CENTRES

The study is carried out in the regions of Gjakova and Peja. Of the 2412 teachers interviewed, 51,6% are from the city of Gjakova and 48,4% from Peja. Keeping in mind the **municipalities of the schools where the teachers develop their educational work**, the distribution is according to Chart 1.

Chart 1. Municipality (Teachers).

	Frequency	%
Decan	117	4,9
Deçan	101	4,2
Gjakova	496	20,6
Istog	273	11,3
Junik	51	2,1
Kline	218	9,0
Malisheve	419	17,4
Peja	408	16,9
Rahovec	329	13,6
Total	2412	100,0

111 School Directors have also participated, 57,66% from the city of Peja and 42,34% from Gjakova. If we study the municipalities, we can see the details reflected in Chart 2.

Chart 2. Municipality (Directors)

	Municipality (Peja)			Municipality (Gjakova)	
	Frequency	%		Frequency	%
Peja	25	39,06	Gjakova	15	31,91
Decan	15	23,44	Malisheva	25	53,19
Istog	10	15,63	Rahovec	6	12,77
Klina	13	20,31	Total	46	97,87
Junik	1	1,56	Missing	1	2,13
Total	64	100,00	Total	47	100,00

Another interesting detail is the **type of school** in which the teachers participating in the study develop their professional activity. 100% of them do so in a State school.

The number of teachers varies considerably from one school to another. Here we present the chart which shows this information, together with the number of educational centres that have this amount of teachers, and the percentage of the total which they make up.

Chart 3. Number of teachers in school (1)

Number of teachers	Frequency	Valid percentage
10	19	0,79
11	5	0,21
12	36	1,49
14	28	1,16
15	28	1,16
16	60	2,49
18	18	0,75
19	74	3,07

Chart 3. Number of teachers in school (2)

Number of teachers	Frequency	Valid percentage
20	32	1,33
21	41	1,70
22	82	3,40
23	23	0,95
24	120	4,98
25	67	2,78
26	120	4,98
27	69	2,86
28	91	3,77
29	73	3,03
30	27	1,12
31	24	1,00
32	56	2,32

33	29	1,20
34	62	2,57
35	95	3,94
39	99	4,10
40	40	1,66
42	34	1,41
43	39	1,62
44	82	3,40
46	14	0,58
48	46	1,91
50	50	2,07
51	51	2,11
52	44	1,82
55	39	1,62
57	56	2,32
59	39	1,62
60	42	1,74
67	62	2,57
68	166	6,88
69	53	2,20
91	92	3,81
96	85	3,52
Total	2412	100,00

Charts 4 and 5 show these details, taking into account the city and area where the school is located, rural or inner city.

Chart 4. Number of teachers in school. Gjakova

Area: Rural

Number of teachers in your school	Frequency	%
10	10	1,08
14	14	1,51
15	15	1,62
16	28	3,02
18	18	1,94
19	55	5,93
20	32	3,45
21	21	2,26
22	61	6,57
23	23	2,48
24	64	6,90
25	67	7,22
26	70	7,54
27	42	4,53
28	42	4,53
29	22	2,37
31	24	2,59
32	27	2,91
33	29	3,13
34	28	3,02
43	39	4,20
46	14	1,51
52	44	4,74
59	39	4,20
60	42	4,53
68	58	6,25

Area: Inner city

Number of teachers in your school	Frequency	%
24	21	6,65
26	24	7,59
35	30	9,49
39	27	8,54
42	34	10,76
44	42	13,29
68	53	16,77
96	85	26,90

Chart 5. Number of teachers in school. Peja

Area: Rural

Number of teachers in your school	Frequency	%
10	9	1,16
11	5	0,64
12	36	4,63
14	14	1,80
15	13	1,67
16	32	4,11
19	19	2,44
22	21	2,70
24	35	4,50
26	26	3,34
27	27	3,47
28	49	6,30
29	51	6,56
30	27	3,47
32	29	3,73
34	34	4,37
35	34	4,37
39	37	4,76
40	40	5,14
44	40	5,14
48	43	5,53
50	50	6,43
51	51	6,56
57	56	7,20

Area: Inner city

Number of teachers in your school	Frequency	%
21	20	5,13
35	31	7,95
39	35	8,97
48	3	0,77
55	39	10,00
67	62	15,90
68	55	14,10
69	53	13,59
91	92	23,59

Regarding the **directors**, in the case of the Peja area, we can point out that 25% of the centres are in an inner city area and 18,8% in a rural area (56,3% of the directors of Peja do not respond to this question), while in the case of Gjakova 12,8% is inner city and 44,7% rural (42,6% do not answer this variable).

As for the data provided by the **school directors** regarding the total number of teachers in the educational centre, we can observe the following details (Chart 6):

Chart 6. Number of teachers in school (Directors) (1)

Number of teachers in your school (Peja)

	Frequency	%
11	3	4,69
12	3	4,69
13	1	1,56
14	2	3,13
15	1	1,56
16	3	4,69
18	1	1,56
19	1	1,56
21	2	3,13
22	3	4,69
23	1	1,56

Number of teachers in your school (Gjakova)

	Frequency	%
10	1	2,13
12	1	2,13
13	3	6,38
14	1	2,13
15	1	2,13
16	1	2,13
17	1	2,13
18	1	2,13
19	3	6,38
21	1	2,13
22	6	12,77

Chart 6. Number of teachers in school (Directors) (2)

Number of teachers in your school (Peja)

	Frequency	%
24	2	3,13
25	2	3,13
26	2	3,13
27	4	6,25
28	2	3,13
29	1	1,56
31	1	1,56
32	2	3,13
34	1	1,56
36	2	3,13

Number of teachers in your school (Gjakova)

	Frequency	%
23	2	4,26
24	3	6,38
25	1	2,13
26	2	4,26
28	1	2,13
29	1	2,13
32	1	2,13
33	1	2,13
34	1	2,13
35	1	2,13
40	1	2,13
41	1	2,13
46	1	2,13

39	1	1,56
40	1	1,56
41	1	1,56
44	1	1,56
45	1	1,56
48	1	1,56
52	1	1,56
54	1	1,56
58	1	1,56
67	1	1,56
69	1	1,56
70	1	1,56
91	1	1,56
Total	53	82,81
Missing	11	17,19
Total	64	100,00

47	1	2,13
68	2	4,26
96	1	2,13
Total	41	87,23
Missing	6	12,77
Total	47	100,00

If we examine the time slots where teaching is carried out in the **directors'** schools, in those of the city of Peja classes are not given in the afternoon. Therefore, 10,9% of these Primary centres teach in the morning and 85,9% at midday. In the Secondary Schools 95,3% give classes in the morning and 1,6% at midday. Regarding the city of Gjakova, we find that 4,3% of Primary centres give classes in the morning, 89,4% at midday and 2,1% in the afternoon, while in the Secondary schools 91,5% is in the morning, 2,1% at midday and 2,1% in the afternoon.

The educational centres of both cities have different services. When we asked the **directors** which services their centres offered we were able to observe that a high percentage have school support and after-school activities. However, none indicated that they had a psychologist.

Chart 7. The services provided in the school

	Peja	Gjakova
School Support	73,4%	61,7%
Extra classes for minorities	17,2%	12,8%
Transport for pupils	17,2%	10,6%
Alter school activities	64,1%	55,3%
First Aid Romm	7,8%	2,1%

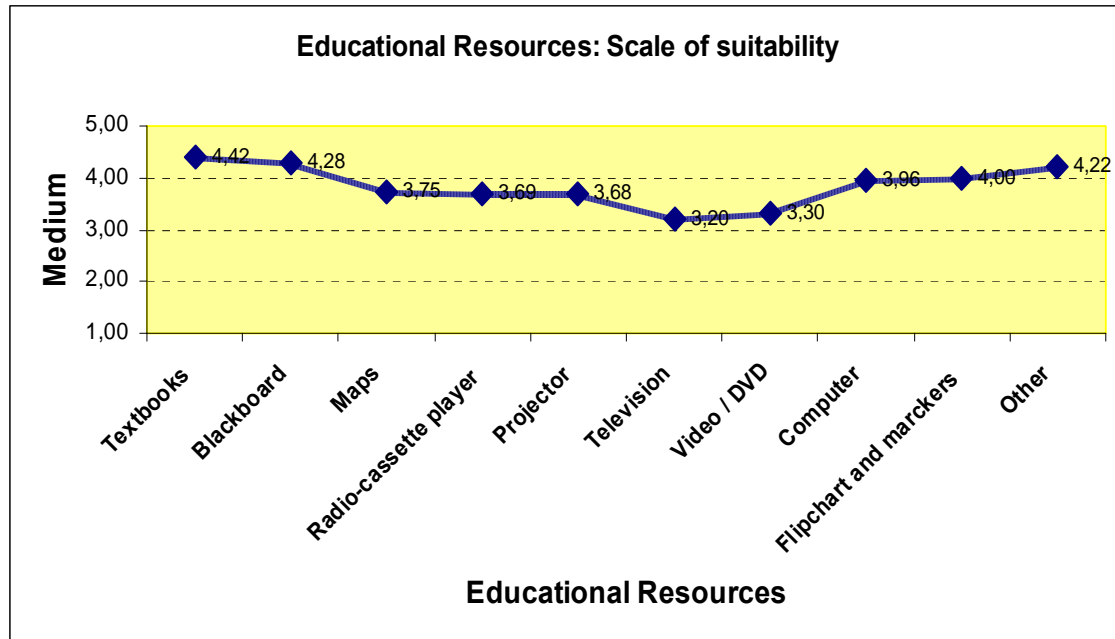
Exceptionally, some **directors** point out other services that their schools offer, such as pedagogical support, special needs teacher, sports activities, dentist and computer room.

One of the aspects evaluated by **teachers** are the **educational resources available for the development of their classes**, as well as the degree of adaptation to their necessities, using an evaluation scale from 1 to 5 (1 being the lowest and 5 the highest).

As for the **availability of didactic resources**, we can see that the great majority of **teachers** that have responded have the two most basic elements: books and blackboards (only 0,39% do not have text books and 0,78% do not have blackboards). However, 34,73% do not have maps, 47,28% do not have radio-cassettes, 60,55% do not have projectors, 69,57% do not have television, 72,57% do not have videotapes / DVD, 50,48% do not have computers and 24,35% flipcharts.

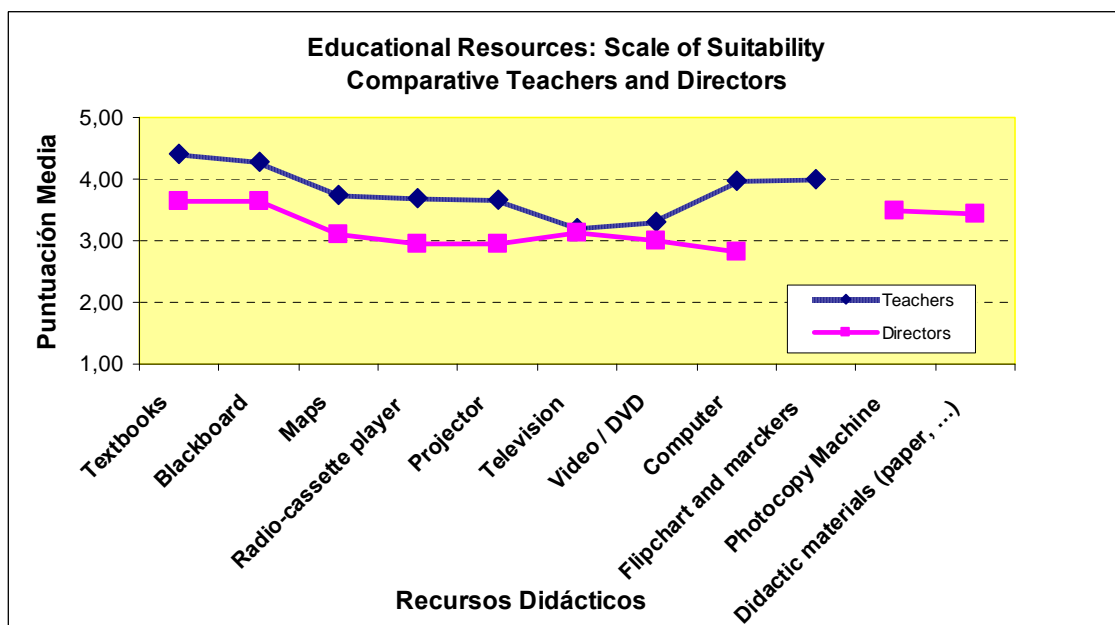
From a general perspective, they consider that they have sufficient didactic resources and that their degree of adaptation is acceptable. Regarding this last point, the average scores oscillate between 3,20 which corresponds to television, and 4,42 to text books. Together with the latter, other highly valued resources are blackboards and flipcharts. In the open answers other important resources are highlighted, although in this case the answers given are very scarce (atlas, library, etc). Graph 1 picks up these valuations.

Graph 1. Scale of suitability of available didactic resources



Comparing these results with the valuations that the centre **directors** carry out regarding the available resources, an inferior valuation is perceived in all of them, excepting that corresponding to television. The results are picked up in Graph 2.

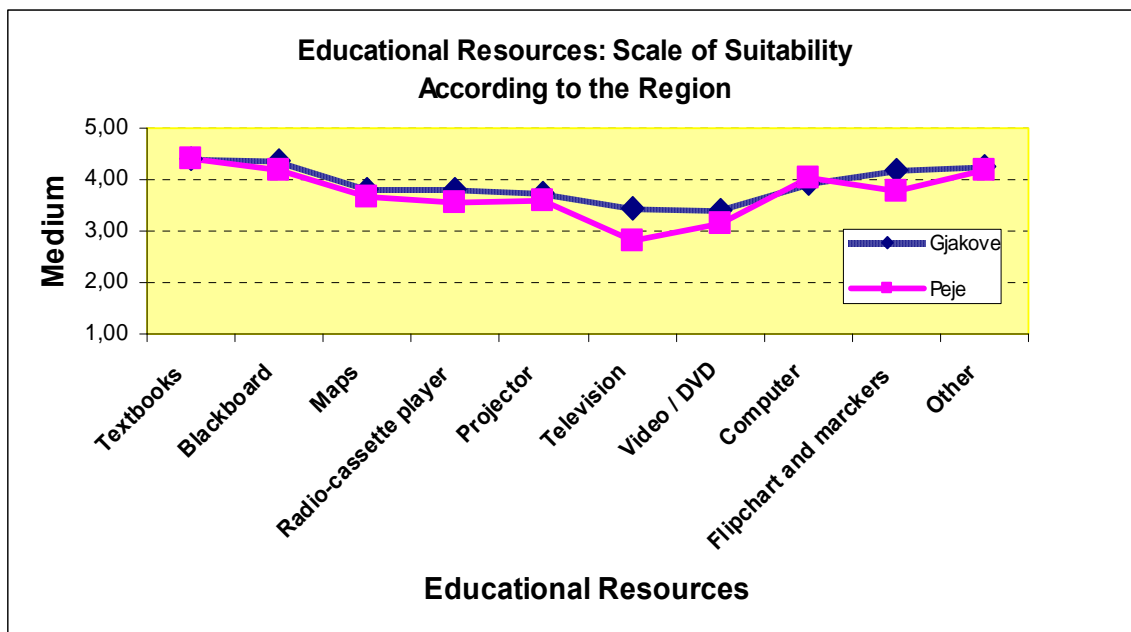
Graph 2. Scale of suitability of available didactic resources. Comparison of teachers' and directors' valuations.



If we bear in mind the city of the schools where the **teachers** who have participated in the study are working, we can generally observe that significant differences in the

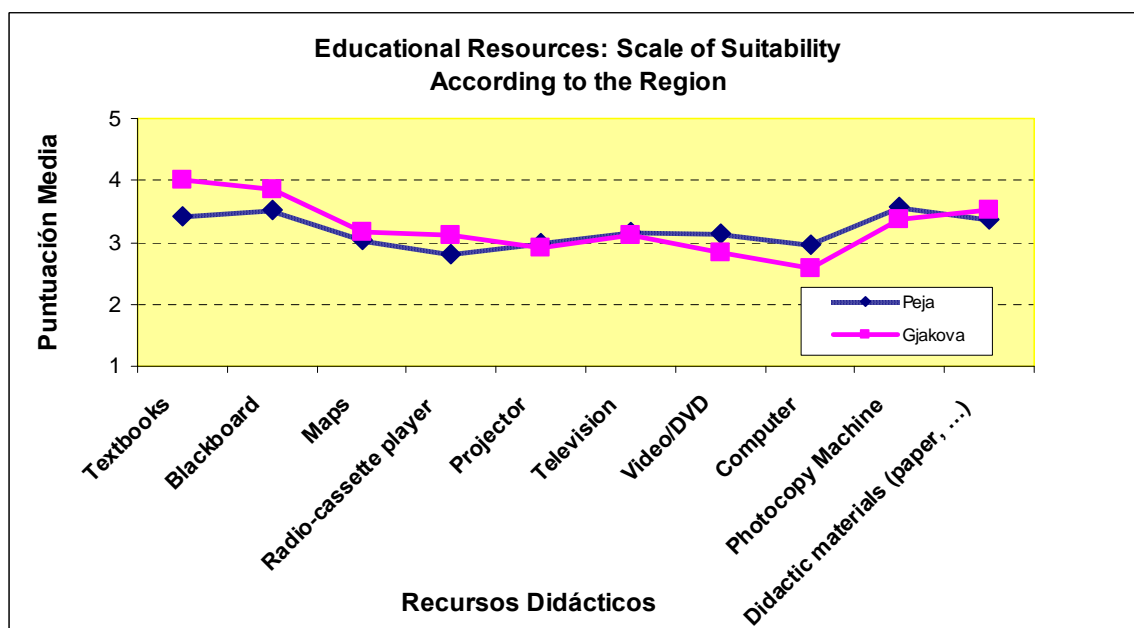
given valuations do not exist. The greatest corresponds to the “television” resource and it is valued more highly by the teachers in Gjakova. Flipcharts are also slightly more highly valued.

Graph 3. Scale of suitability of available didactic resources by teachers. In function of city.



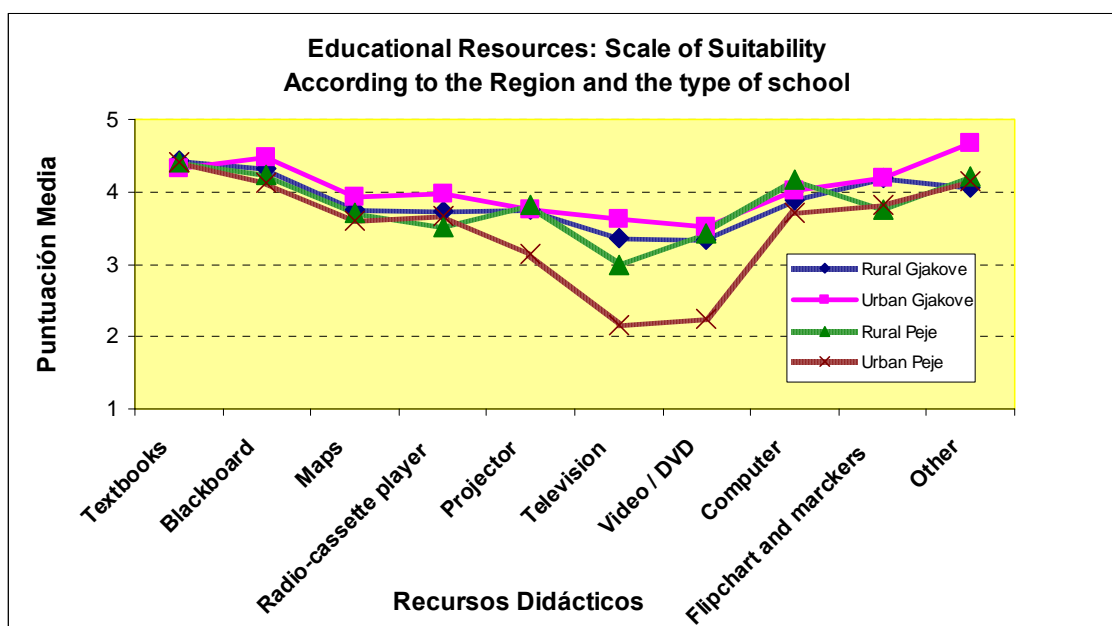
The valuations by the school director do not vary significantly either, as we can observe in Graph 4. The greatest non significant differences are in textbooks, blackboards and computers.

Graph 4. Scale of suitability of available didactic resources by directors. In function of the city.



Another outstanding variable in the study is the **area** where the school is situated, **rural or inner city**. Analyzing the data in function of these variables we can observe that there are no significant differences in the appreciation of the teachers as far as the degree of adaptation of the educational resources to the teaching-learning process, except in the city of Peja. The teachers in the inner city schools of Peja have assigned lower punctuations when referring to the projector, the television and the videotape / DVD (averages = 3,14, 2,15 and 2,24 respectively).

Graph 5. Scale of suitability of available didactic resources by teachers. In function of city and type of school.



The directors have also been asked about the **number of functional computers in their school that are used by the teachers and students**. If we observe the results according to the city where the schools are, the greatest percentages in both cities correspond to the value zero, that is to say, 17,19% of the educational centres in Peja and 19,15% of those in Gjakova do not have computers. Most schools have three computers. The percentage of schools which have a greater number of these resources is very low.

Chart 8. Number of functional computers in school that are used by teachers and pupils.

Peja			Gjakova		
	Frequency	%		Frequency	%
0	11	17,19	0	9	19,15
1	5	7,81	1	6	12,77

2	4	6,25
3	4	6,25
4	4	6,25
5	3	4,69
6	6	9,38
8	2	3,13
9	1	1,56
10	3	4,69
11	2	3,13
12	1	1,56
13	1	1,56
14	3	4,69
15	3	4,69
16	4	6,25
20	3	4,69
21	1	1,56
23	1	1,56
28	1	1,56
35	1	1,56
Total	64	100,00

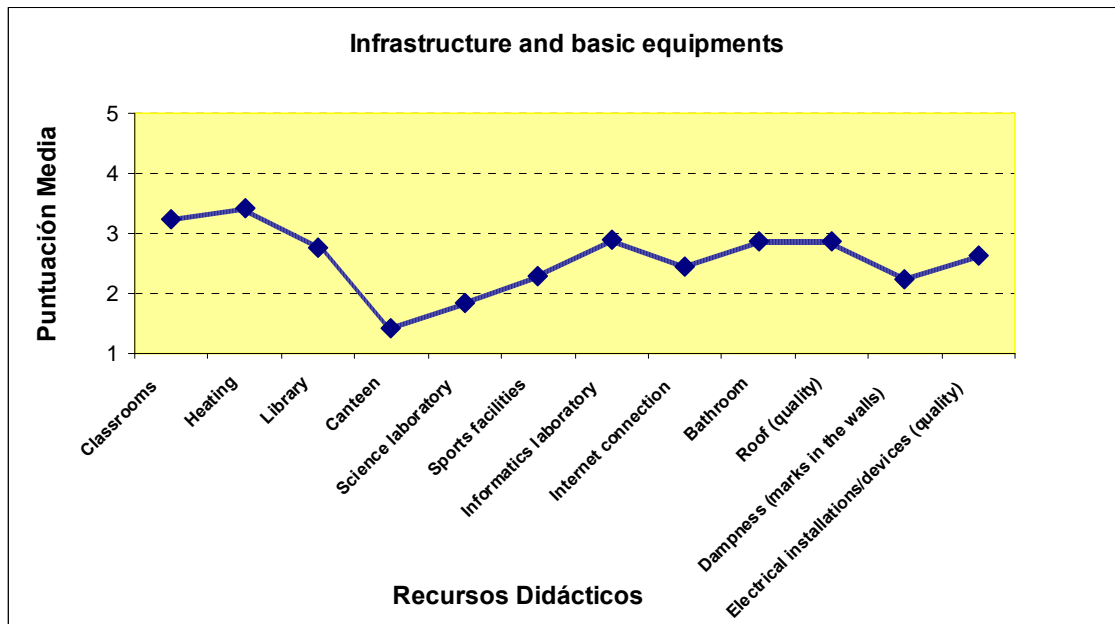
2	5	10,64
3	5	10,64
4	2	4,26
5	1	2,13
6	2	4,26
7	1	2,13
8	1	2,13
10	3	6,38
12	1	2,13
13	1	2,13
14	1	2,13
16	1	2,13
17	1	2,13
20	2	4,26
Total	42	89,36
Missing	5	10,64
Total	47	100,00

Regarding the **number of computers connected to Internet that the school has**, we must point out that a high percentage of the directors' centres do not have this service, in short, 82,8% of the cases in the city of Peja and 46,8% of those in Gjakova. On this occasion we find a greater difference in the latter city, since 31,9% of the centres have one computer with this connection, 2,1% with three and 2,1% with four.

Another of the variables studied is that of **infrastructures and basic equipment** with which the educational centres count on. The **directors** have pointed out, in the first place, if they have them and, secondly, the degree of adaptation. 75,7% say they have available classrooms, 77,5% electrical installation, 74,8% a good quality roof, 73% heating, 65,5% toilets, 58,6% computer laboratories, 53,2% sports facilities, 52,3% library, 12,6% connection to Internet, 9,9% science laboratory and 0,9% cafeteria. A little more than half of the schools have dampness in the walls, in short 55%.

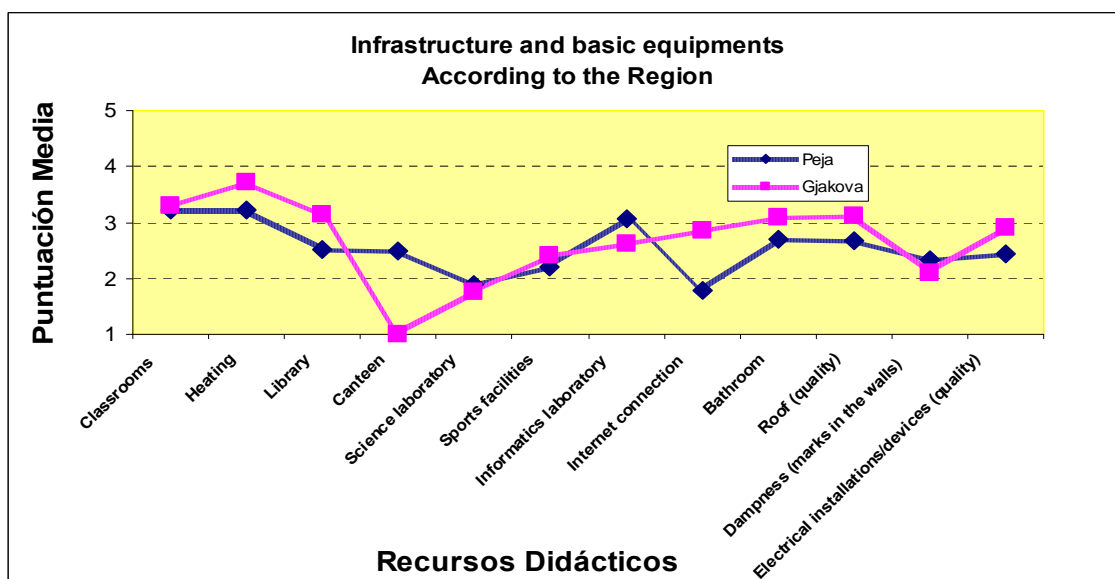
As for the degree of adaptation, as we can observe in Graph 6, the average valuations correspond to a lower level. The lowest average scores correspond to the cafeteria (average = 1,43), the science laboratories (average =1,83), the sports facilities (average = 2,29) and the dampness that the installations have in general (average = 2,23).

Graph 6. Degree of suitability of infrastructures and basic equipment (Directors).



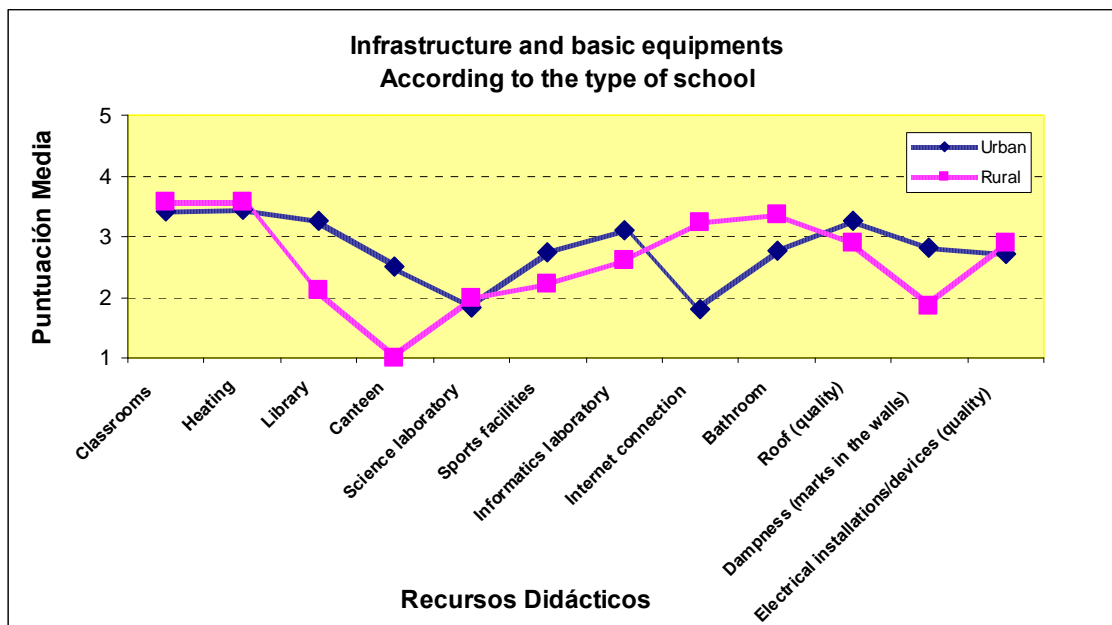
If we examine the cities where the **directors'** schools are found, we find some differences in the valuations. The greatest is regarding the cafeteria (most of the schools do not have this service) and the Internet connection.

Graph 7. Degree of suitability of infrastructure and basic equipment in function of the city



Keeping in mind the type of school (we remind you that approximately half of the **directors** have not filled in this variable) we observe that the greatest differences arise regarding the library, cafeteria and Internet connection. Regarding the dampness, the schools located in inner city areas have less than those of the rural areas.

Graph 8. Degree of suitability of infrastructures and basic equipment in function of the type of school.



The **budget** is another of the aspects analyzed in the study. The results of the answers given by the **directors** show that 29,7% of the schools have a budget, while 41,4% say they do not. And the schools that have them consider that they are sufficient on average (average = 2,36).

If we consider the city where the schools are situated, we can observe that 17,2% of those of Peja have a budget (compared to 57,8% that do not have one) and the adaptation to needs is low (average = 1,86). Regarding Gjakova, 46,8% have a budget (19,1% say they do not) and the valuation obtained corresponds to an average level (average = 2,58).

Analyzing the type of school, we observe that 27,3% of the inner city ones have a budget that they consider enough in a medium high degree (average = 3,33), compared to 39,4% of the rural ones that estimate it to be enough in an average degree (average = 2,28).

6.2 TEACHER INFORMATION

One of the objectives of the present study is to know the main characteristics of the teachers. For this, again we have two sources, the directors and teachers that have participated in the investigation.

Regarding the information provided by the school **directors** the results are very diverse. A fact to highlight is the centre that has nearly a thousand professors (Chart 9).

Chart 9. Number of teachers in the educational centres in function of the educational stage.

Number of teachers (Primary 1-5)

	Frequency	%
3	1	0,90
4	2	1,80
5	14	12,61
6	9	8,11
7	6	5,41
8	5	4,50
9	7	6,31
10	11	9,91
11	10	9,01
12	7	6,31
13	4	3,60
14	1	0,90
15	8	7,21
16	4	3,60
17	4	3,60
18	1	0,90
19	2	1,80
20	2	1,80

Number of teachers (Secondary 6-9)

	Frequency	%
5	2	1,80
6	7	6,31
7	9	8,11
8	1	0,90
9	4	3,60
10	5	4,50
11	9	8,11
12	6	5,41
13	8	7,21
14	11	9,91
15	7	6,31
16	5	4,50
18	4	3,60
19	5	4,50
20	2	1,80
21	2	1,80
22	3	2,70
23	1	0,90

21	1	0,90
22	1	0,90
26	1	0,90
27	1	0,90
28	3	2,70
29	1	0,90
30	2	1,80
41	1	0,90
45	1	0,90
512	1	0,90
Total	111	100,00

24	5	4,50
25	1	0,90
26	2	1,80
27	2	1,80
30	1	0,90
31	1	0,90
33	2	1,80
37	1	0,90
39	2	1,80
50	1	0,90
51	1	0,90
464	1	0,90
Total	111	100,00

If we consider the teachers' sex and the educational level they teach, we can observe a predominance of women in the Primary stage, while in Secondary there are a greater number of men.

Chart 10. Number of teachers in educational centres in function of sex and educational stage.

Number of teachers (Female - Primary 1-5)

	Frecuencia	%
0	1	0,90
1	8	7,21
2	14	12,61
3	13	11,71
4	10	9,01
5	12	10,81
6	10	9,01

Number of teachers (Male - Primary 1-5)

	Frecuencia	%
0	1	0,90
1	12	10,81
2	6	5,41
3	18	16,22
4	10	9,01
5	16	14,41
6	9	8,11

7	4	3,60
8	4	3,60
9	5	4,50
10	3	2,70
11	4	3,60
12	1	0,90
13	1	0,90
14	3	2,70
15	1	0,90
16	3	2,70
18	2	1,80
19	1	0,90
23	1	0,90
24	2	1,80
27	1	0,90
29	1	0,90
36	2	1,80
42	1	0,90
Total	108	97,30
Missing	3	2,70
Total	111	100,00

7	11	9,91
8	8	7,21
9	5	4,50
10	3	2,70
11	3	2,70
15	1	0,90
16	1	0,90
17	1	0,90
25	2	1,80
Total	107	96,40
Missing	4	3,60
Total	111	100,00

Number of teachers (Female - Secondary 6-9)

	Frecuencia	%
0	7	6,31
1	9	8,11
2	19	17,12
3	12	10,81
4	14	12,61
5	11	9,91
6	8	7,21
7	3	2,70
8	3	2,70
9	3	2,70
11	1	0,90
13	2	1,80

Number of teachers (Male - Secondary 6-9)

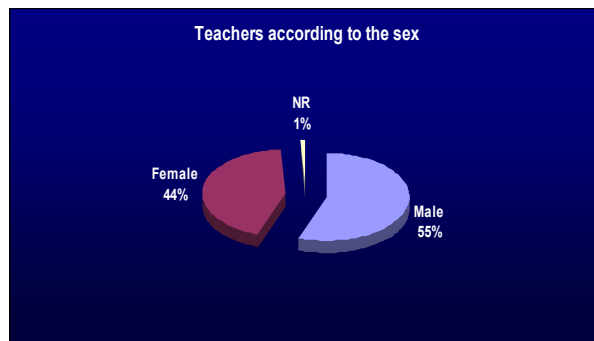
	Frecuencia	%
0	1	0,90
1	1	0,90
2	2	1,80
3	3	2,70
4	5	4,50
5	6	5,41
6	12	10,81
7	8	7,21
8	8	7,21
9	9	8,11
10	9	8,11
11	7	6,31

14	5	4,50
15	1	0,90
16	1	0,90
17	1	0,90
18	2	1,80
21	1	0,90
22	1	0,90
23	1	0,90
34	1	0,90
Total	106	95,50
Missing	5	4,50
Total	111	100,00

12	8	7,21
13	7	6,31
14	4	3,60
15	1	0,90
16	3	2,70
17	3	2,70
18	3	2,70
19	4	3,60
20	1	0,90
21	1	0,90
28	1	0,90
Total	107	96,40
Missing	4	3,60
Total	111	100,00

Graph 9. Participating teachers in function of sex.

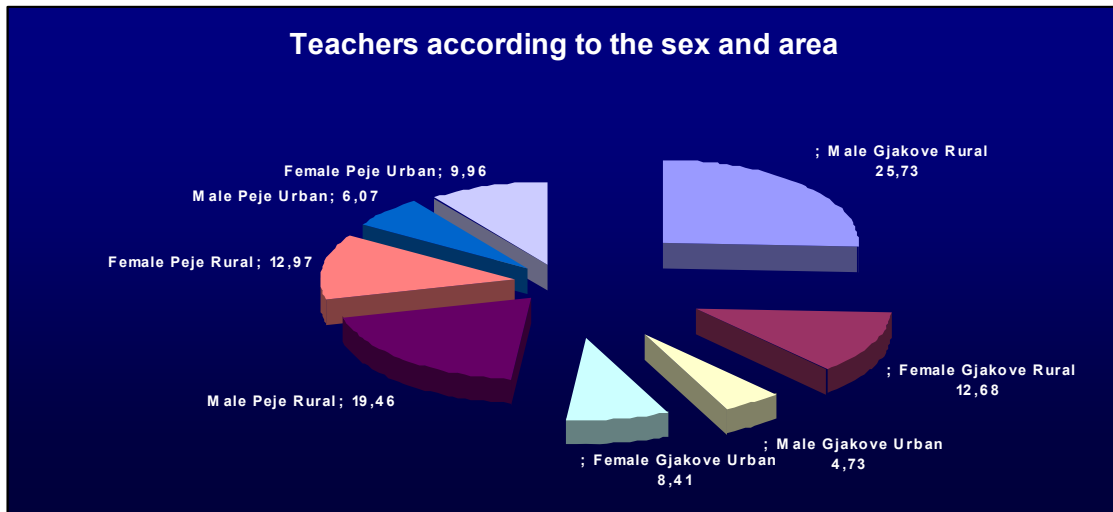
Of the teachers that have answered the questions relating to this section, we find that 55,5% are men and 43,6% women.



If we consider the city where their schools are, of the total of participating **teachers** we can observe that 21,08% are women from Gjakova and 22,93% from Peja. And as for the men, 30,46% are from Gjakova and 25,53% are from Peja.

Considering the area where the school is located, in the rural area 45,19% are men (25,73% from Gjakova and 19,46% from Peja) and 25,64% are women (12,68% from Gjakova and 12,96% from Peja), and in the inner city area, 10,80% are men (4,73% from Gjakova and 6,07% from Peja) and 18,37% women (8,41% from Gjakova and 9,96% from Peja). Graph 10 picks up this data.

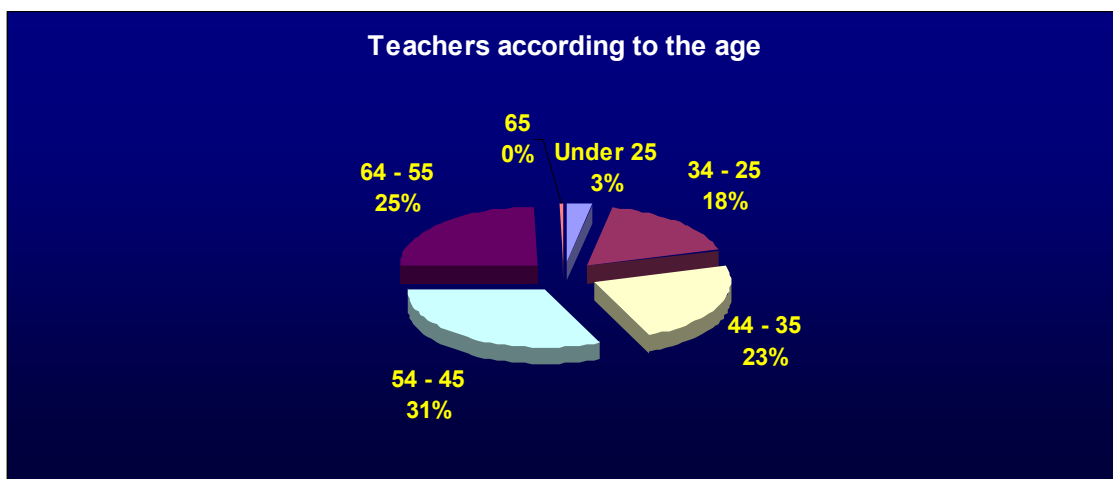
Graph 10. Participating teachers according to sex and area.



Regarding the **ethnic background of the teachers**, Albanian is predominant (98%). The rest are Serbian (0,1%), Bosnian (1,4%), Ashkali (0,1%) and Egyptian (0,3%).

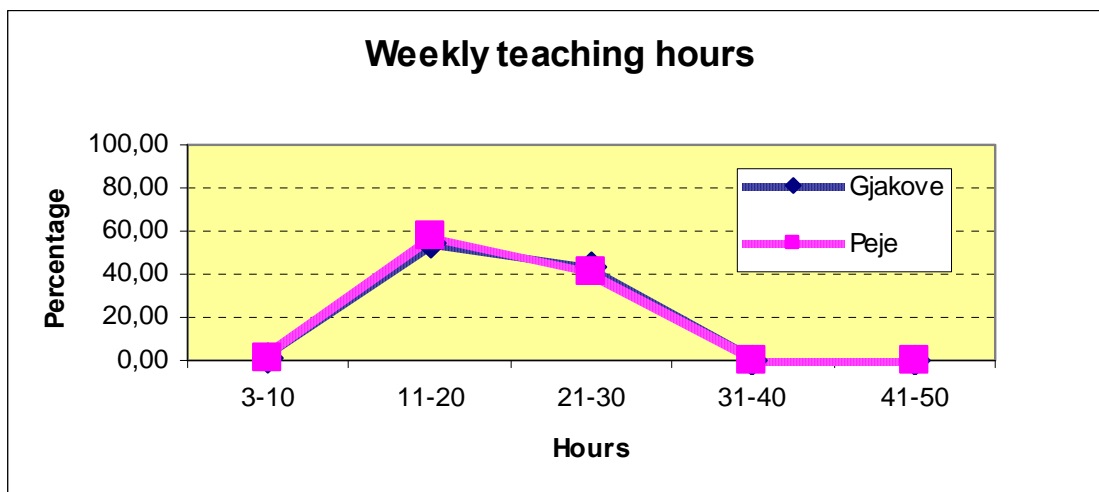
The **age** is very varied, and there is a balance between the different intervals established in this variable. The greatest percentage of teachers corresponds to the age interval from 45 to 54 years, and those of the interval 35 to 44 years is quite similar (22,5%) and 55 to 64 (24,7%). 3% are less than 25 years old and 0,3% 65 years old.

Graph 11. Participating teachers according to age.



If we bear in mind the city, focusing on intermediate ages, we can see that the greatest differences are in **teachers** from 45 to 54 years old and from 55 to 64 years old. We can point out that the teachers from Gjakova are somewhat younger than those of Peja

Graph 12. Participating teachers according to age and city.



Also examining the area where the school is located, we can observe that the greatest percentage of teachers from the rural area of Peja are within the age interval 25-34, while from Gjakova they are between 45 and 54 years old. With respect to the inner city area, in Gjakova the greatest percentage corresponds to teachers of between 45 and 54 years old and in Peja between 55 and 64 years. Therefore, we see that the youngest teachers are in the rural schools in Gjakova as well as Peja.

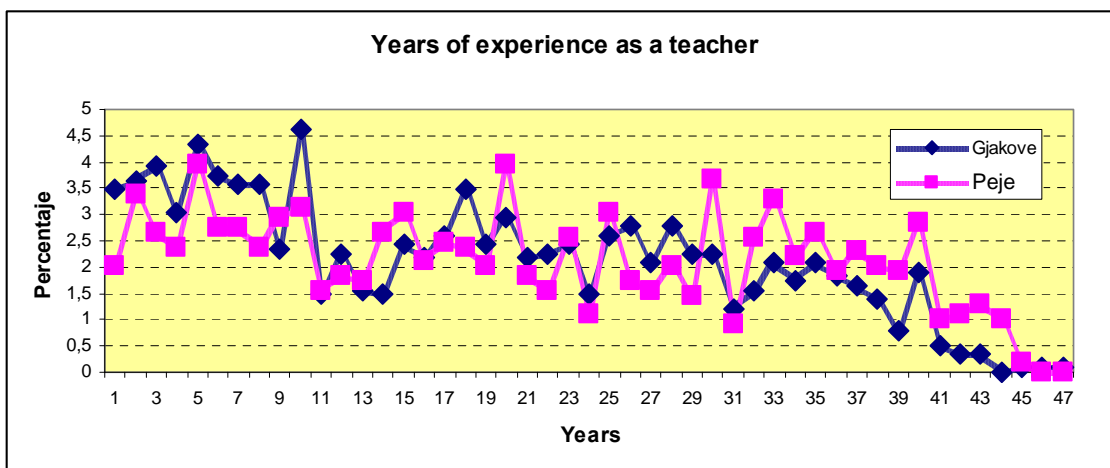
Chart 11. Teacher's age according to city and area.

Age	Gjakova Rural	Peja Rural	Gjakova Inner city	Peja Inner city
>25	4,86	1,60	3,27	1,08
25-34	19,34	31,52	17,32	15,32
35-44	23,64	18,27	20,26	21,77
45-54	36,43	22,86	33,33	28,23
55-64	15,50	25,11	25,82	33,60
65,00	0,23	0,64	0,00	0,00

The teacher's experience is another relevant variable. 28,6% have less than 10 years of experience, 23,7% between 10 and 19 years, 22,3% between 20 and 29 years, 20,1% between 30 and 39 years and 5,3% have 40 years or more.

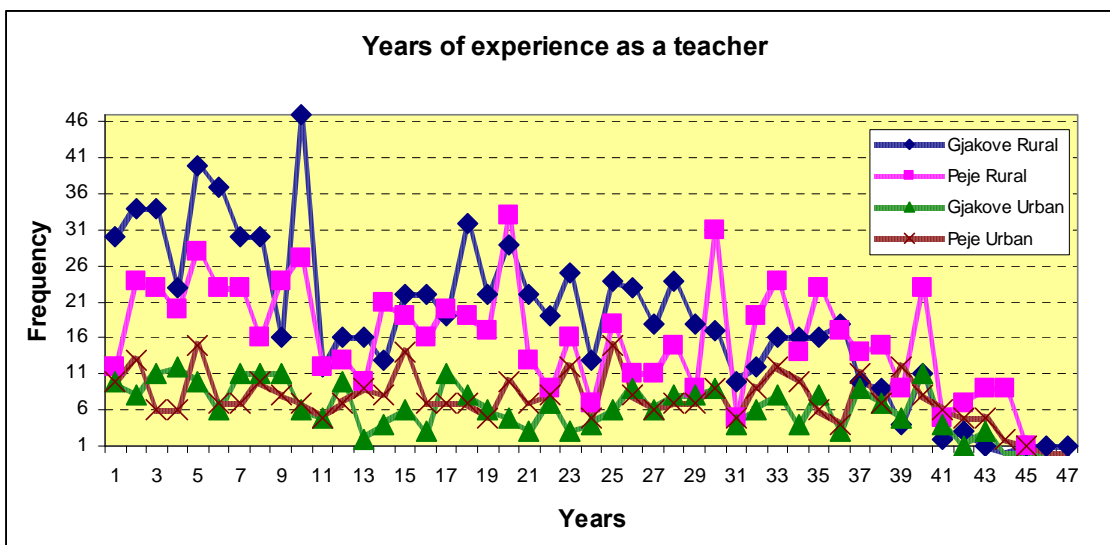
Analyzing the possible differences in this variable in function of the city where the schools are located, we can generally observe that the teachers from Gjakova that have responded to this question have less years of teaching experience compared to those from the city of Peja.

Graph 13. Years of teaching experience in function of city.



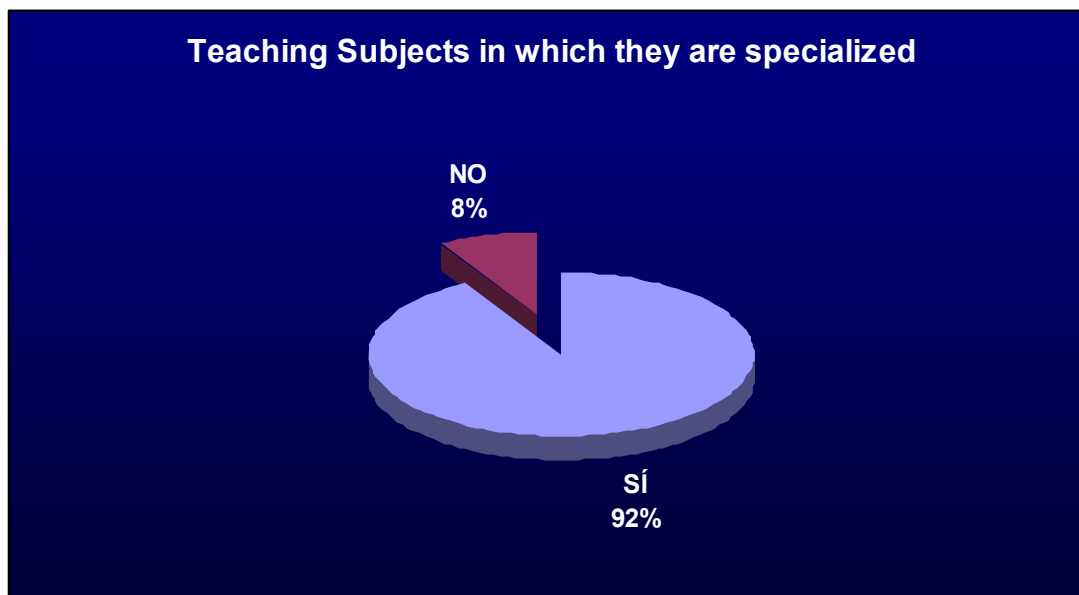
Keeping in mind the area of the schools where the teachers work we can observe that those that have less educational experience are those from inner city areas of Gjakova as well as Peja.

Graph 14. Years of teaching experience in function of city and area.



Information is also gathered on whether the teachers **give classes in their specialist area** or not. 92% teach subjects of their specialization area, while 8% do not.

Graph 15. Área in which teachers give classes.



The school **directors** have been requested to specify **the areas in which the teachers give classes and whether this is in accordance or not with their training**. In general, the highest percentages of coherence in this aspect are summed up in the areas of Mathematics (90,05%), Chemistry (96,15%), Biology (96,32%), History and Geography (98,12%) and Albanian Language and Literature (95,91%). The lowest percentages correspond to Art (63,89%) and to Foreign Languages (69,72%). Chart 12 picks up these results.

Chart 12. Percentage of teachers who give classes in their specialist area or in another (Directors).

	% Teachers teaching in their field of studies	% Teachers teaching in field other than their studies
Mathematics	90,05	9,95
Physics	82,81	17,19
Chemistry	96,15	3,85
Biology	96,32	3,68

History, Geography	98,12	1,88
Albanian Language, Literature	95,91	4,09
Foreign Languages	69,72	30,28
Physical Education	78,46	21,54
Art	63,89	36,11
Pedagogy	85,54	14,46
Technology	74,17	25,83

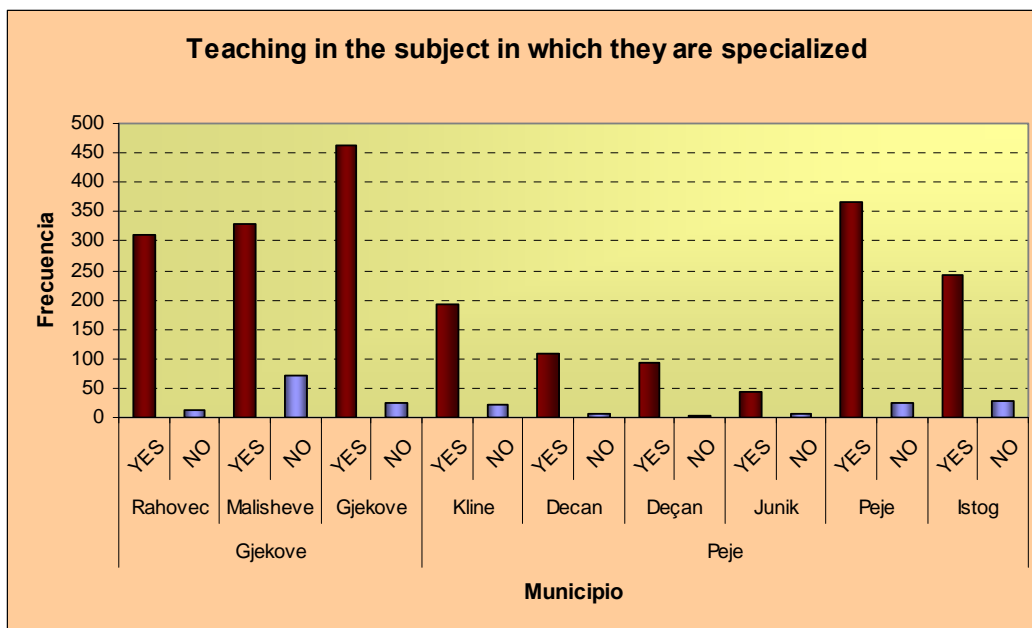
Analyzing the results in function of the city where the schools are located, great differences are not found except with the Psychology of Education teachers. In this area, the highest percentage of teachers that give class with suitable preparation, corresponds to the schools of Peja (85%). In Pedagogy the opposite occurs (93,33% of the teachers in Gjakova).

Chart 13. Percentage of teachers who give class in their specialist area in function of city (Directors).

	% Teachers teaching in their field of studies Peja	% Teachers teaching in their field of studies Gjakova
Mathematics	88,64	92,41
Physics	84,42	80,39
Chemistry	97,50	94,00
Biology	96,34	96,30
History, Geography	97,74	98,75
Albanian Language, Literature	97,04	96,91
Foreign Languages	70,15	69,05
Physical Education	85,00	68,00
Art	72,31	51,16
Pedagogy	76,32	93,33
Technology	75,34	72,34

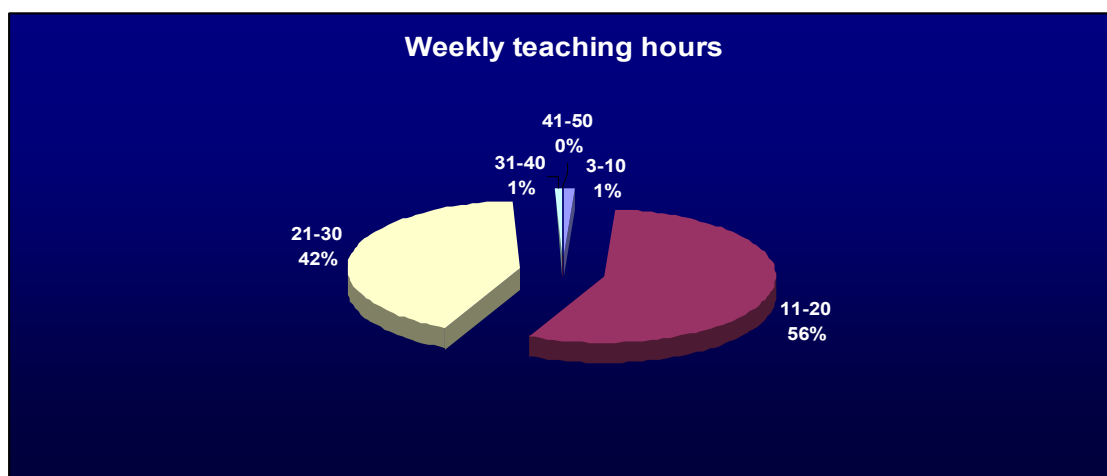
If we take into account the municipality of the schools where the **teachers** have participated in the study, the percentages corresponding to teachers who give class in the area in which they have specialized are also much higher than those that do not, as we can see in Graph 16.

Graph 16. Teaching in the subject in which they are specialized.



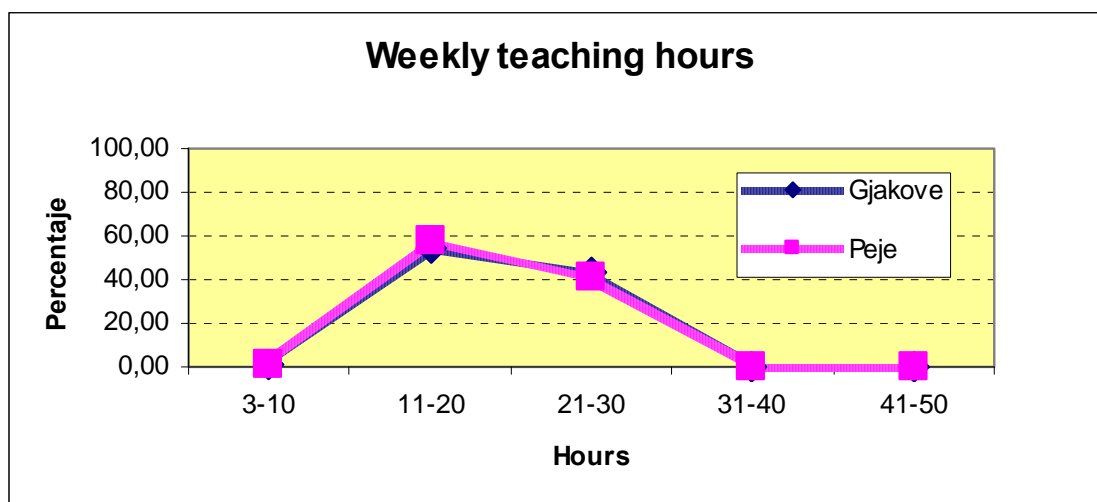
Weekly teaching hours oscillate between 3 and 49. 56% of teachers give between 11 and 20 hours of classes a week, 42% of them between 21 and 30 hours, 1% between 3 and 10 and the other 1% between 31 and 40 hours.

Graph 17. Weekly teaching hours.



The analysis of this information with regards to the city does not show differences between the teachers of Gjakova and Peja, which can be observed in Graph 18.

Graph 18. Weekly teaching hours according to the Region.



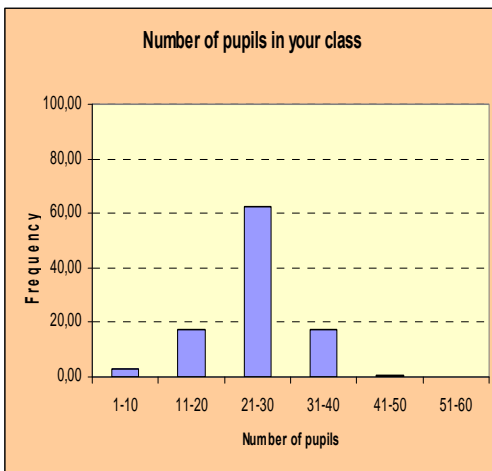
Taking into account the area where the schools are, as well as the city, significant differences are not appreciated between the rural and inner city areas or between the cities.

Chart 14. Age of teachers in function of city and area.

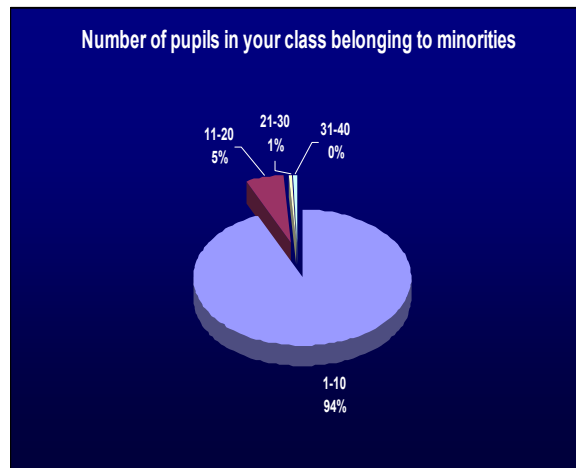
	Gjakova Rural	Peja Rural	Gjakova inner city	Peja Inner city
>11 hours	1,62	0,92	1,32	0,27
11 - 20	55,26	59,16	52,96	53,58
21 - 30	42,31	39,13	44,74	45,89
31 - 40	0,35	0,66	0,99	0,27
<40	0,46	0,13	0,00	0,00

Of the total protocols picked up, with reference to the **number of students that attend classes where they are tutors**, 2,65% respond between 1 and 10 students, 17,49% between 11 and 20, 62,27% between 21 and 30, 17,59% between 31 and 40, and less than 1% claim to have more than 41 students in their classrooms. In 94% of the cases there are less than 10 **students that belong to minorities**, in 5% between 11 and 20. Graphs 18 and 19 pick up these data.

Graph 18. Number of pupils in class.

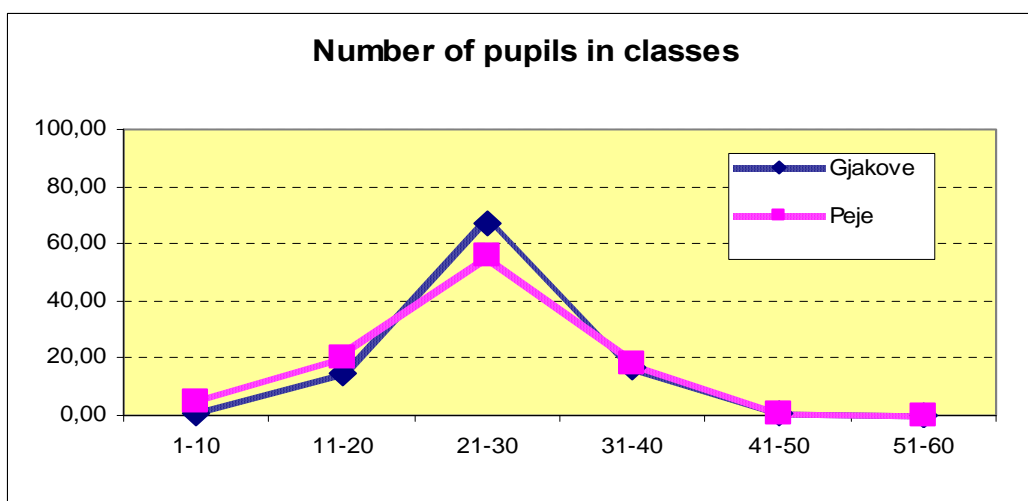


Graph 19. Number of pupils in class belonging to minorities.



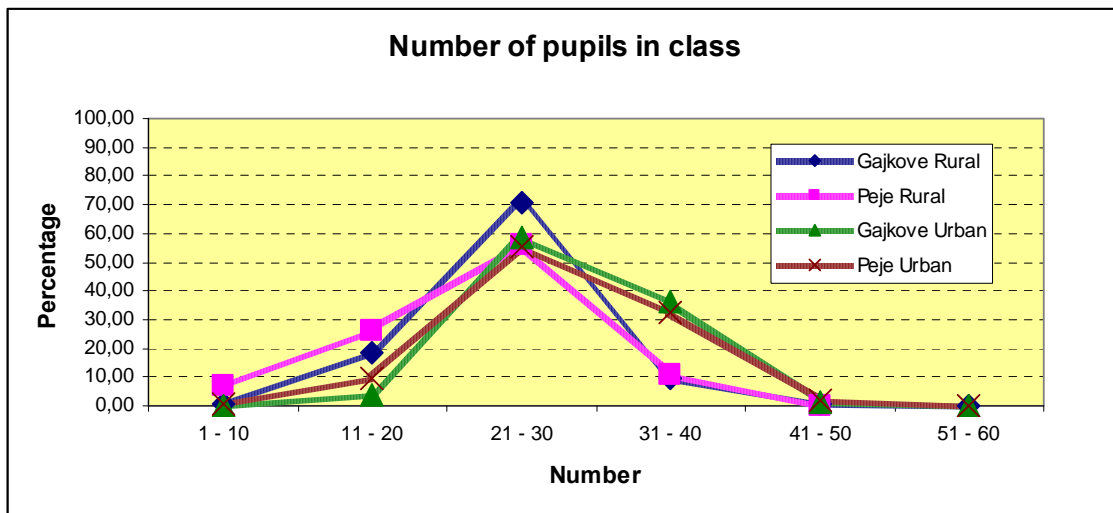
Keeping in mind the region, we observe that differences do not exist in the number of students per class between Gjakova and Peja, where the interviewed teachers are tutors. In both cases the most frequent number of students is found in the 21-30 interval.

Graph 20. Number of pupils in classes according to Region.



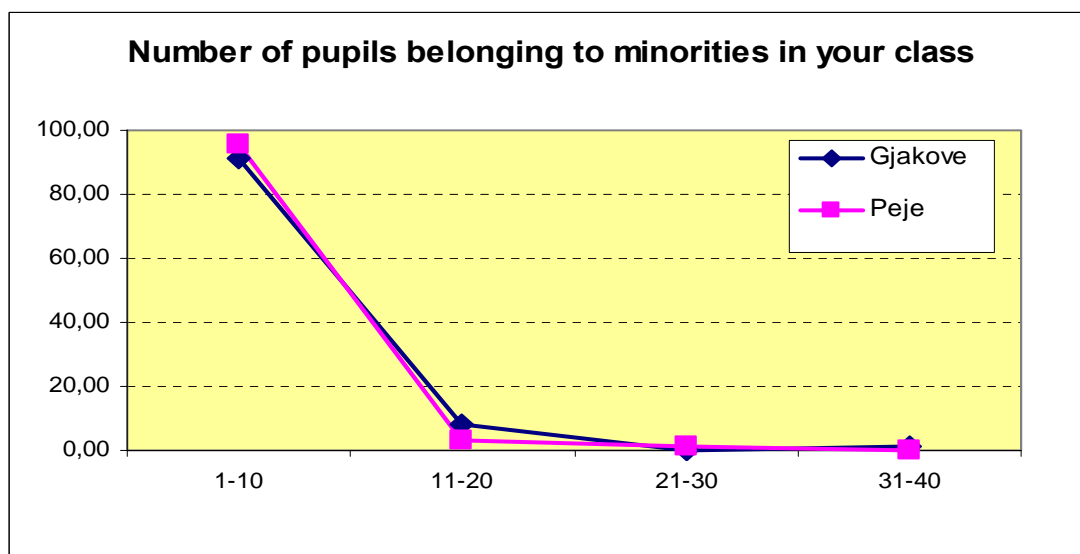
Analyzing the results in function of the city and area where the schools are located, we can observe that the greatest percentages in the rural areas are mainly in the interval (21-30), in short, 70,39% in Gjakova and 55,98% in Peja. Secondly, the predominant number of students per class is between 11 to 20 students in the rural areas, while in the inner city ones it is between 31 to 40 students.

Graph 21. Number of pupils in classes according to Region and Area.



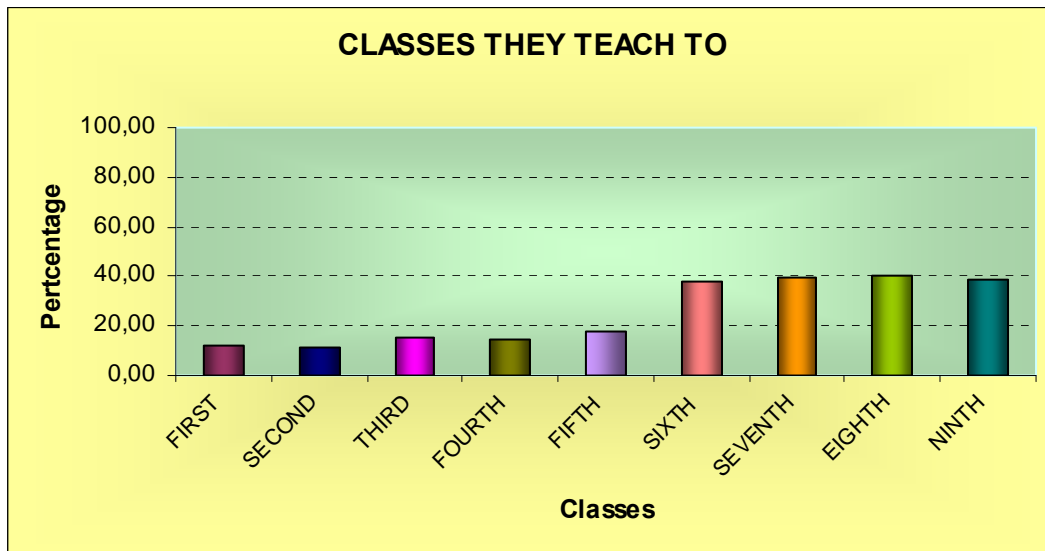
Nor are differences appreciated as for students belonging to minorities between the cities of Gjakova and Peja. In both cases the number of students belonging to ethnic minorities is mainly below 10 students per classroom.

Graph 22. Number of pupils belonging to minorities in class according to Region.



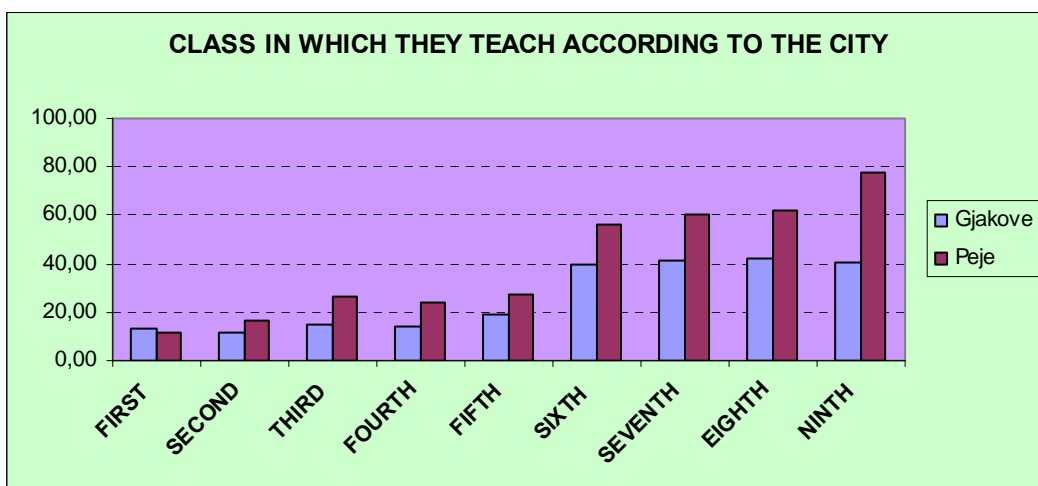
The interviewed teachers give classes in one or several year groups. The distribution is presented in Graph 23. In the highest year groups there is a greater percentage of teachers.

Graph 23. Year groups where classes are given.



Considering the city, the percentage of **teachers** that give classes in each year group does not present big differences. From a general perspective less teachers exist in the city of Gjakova than in that of Peja. In both cases, we find a greater number of teachers giving class in the highest year groups in the schools

Graph 24. Class in which they teach according to city.



If we keep in mind the area where the schools are located, we observe that there are no important differences between the rural and inner city areas.

The **teachers' training** is a fundamental aspect for educational quality. From the **directors** that have responded about this aspect it is deduced that 75,8% of the teachers schools have medium qualifications(high school), 7,82% have studied for a bachelor, 16% have studied for a university qualification and 0,31% have a Master. Most of the studies have been carried out in University Pristine. Less than 13% of the teachers have carried out their studies in other institutions. 2,43% continue studying, in short, 0,74% a-levels, 1,49% a university qualification and 0,2% a Master Degree.

Chart 15 picks up the **teachers' training according to the answers of the teachers participating in the study**. 62,7% have a secondary education, 6,9% High school, 18,2% a university qualification and 0,4% a Master. 13% of the teachers are studying at the moment.

Chart 15. Academic details of teacher.

		Frequency	Percentaje
Valid	High School	1513	62,7
	Bachelor	166	6,9
	University graduated	440	18,2
	Master Degree	9	0,4
	Total	2128	88,2
Missing data		284	11,8
Total		2412	100,0

Analyzing the results in function of the city and area where the schools are we observe that significant differences do not exist in the "high school" educational level. Slightly greater is the "bachelor" qualifications percentage of the teachers in rural areas, in Gjakova as well as in Peja, with practically the same difference in the case of the educational level "university graduate" in the teachers of the inner city schools. The percentage of teachers that have studied a "Master Degree" is very low in all cases.

Chart 16. Educational level of teachers.

Educational Level	Region and Area			
	Gjakova Rural	Peja Rural	Gjakova Inner city	Peja Inner city
High School	64,87	61,39	61,83	60,51
Bachelor	8,08	10,76	4,88	4,87
University graduated	16,16	18,35	19,15	21,28
Master Degree	0,54	0,63	0,13	0,26

The institutions where the teachers have completed their formation are very diverse. Chart 17 pick up this data, bearing in mind the city and the area where the school is.

Chart 17. Name of the institution (1).

Name of the institution	Gjakova Rural	Peja Rural	Gjkove Inner city	Peja Inner city
A.P	0,00	0,00	0,32	0,00
A.Xh.Elbasan	0,11	0,00	0,32	0,00
AAB	0,22	0,13	0,00	0,26
Academia e arteve	0,11	0,00	0,00	0,00
Camridge School	0,00	0,00	0,26	0,00
Faik Konica	0,11	0,00	0,00	0,00
Fakulteti i Biznesit	0,00	0,13	0,00	0,00
Fakulteti i Edukimit	0,00	0,00	0,00	0,51
Fakulteti i Gjuheve te huaja	0,00	0,00	0,00	0,26
Gjakova	0,00	0,13	0,00	0,00
Goce Delcev	0,00	0,13	0,00	0,00
Mitrovica	0,00	0,13	0,00	0,00
Peja	0,00	0,26	0,00	0,00

Chart 17. Name of the institution (2).

Name of the institution	Gjakova Rural	Peja Rural	Gjkove Inner city	Peja Inner city
PARK	0,00	0,00	0,63	0,26
Prizren	0,22	0,00	0,00	0,00

Shekolla e mesme	0,11	0,39	0,00	0,26
Shkolla Normale	3,45	10,67	3,48	8,72
Shkolla normale 5 vjec	0,32	0,00	0,00	0,00
SHLE	0,00	0,13	0,00	0,00
SHLP Ferizaj	0,11	0,00	0,00	0,00
SHLP Gjakova	14,76	11,83	15,82	10,51
SHLP Gjilan	0,32	0,13	1,58	1,28
SHLP Klasor	0,00	0,00	0,32	0,00
SHLP Peja	0,22	0,64	0,00	1,28
SHLP Prishtine	0,54	0,00	0,00	0,51
SHLP Prizren	8,41	3,21	8,23	7,69
SHLP Shkup	0,00	0,00	0,32	0,51
SHLP Tirane	0,11	0,00	0,00	0,00
T. Ferizaj	0,11	0,00	0,00	0,00
Universiteti AAB	0,11	0,13	0,00	0,00
Universiteti i Gjakovas	0,00	0,00	0,00	0,51
Universiteti i Lubjanes	0,00	0,00	0,32	0,00
Universiteti i Shkodres	0,11	0,00	0,00	0,26
Universiteti i Tetoves	0,11	0,00	0,00	0,00
Universiteti i Zagrebit	0,11	0,00	0,00	0,00
UP	38,58	59,25	38,61	44,62
USHT Tetove	0,00	0,13	0,00	0,00
Zrenjanin	0,00	0,00	0,00	0,26

Very few teachers indicate that they are studying at the moment. Of the responses obtained we observe that in Gjakova 17% of teachers from the rural area claim to continue studying in the present year compared to 12% of those from the inner city area. As for the city of Peja, the percentages are very similar if we keep in mind the area, 10,8% of teachers from the rural area and 9,5% from the inner city area.

Regarding the **distribution of students per class**, 93% of the teachers interviewed respond that the classes are not divided in function of ethnic races.

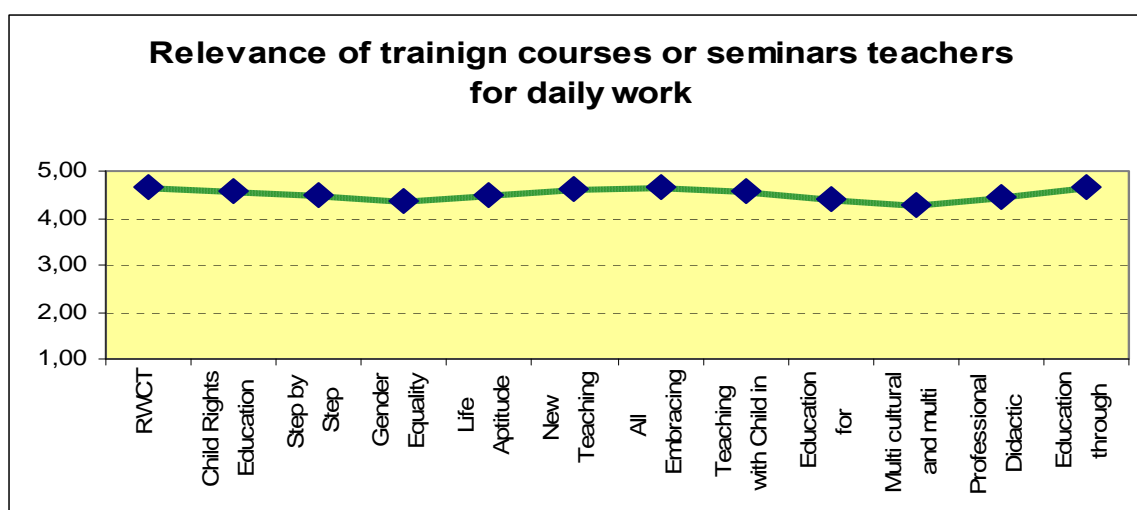
When the teachers were asked about **training courses or seminars** carried out among those who were interviewed, they are requested to say in what year they studied it and what degree of relevance these courses have had in their daily work. Chart 18 picks up the years in which training activities were carried out.

Chart 18. Name of the institution.

Year	Gjakova Rural	Peja Rural	Gjakova Inner city	Peja Inner city
2000	1,26	1,29	1,82	0,75
2001	4,52	7,30	13,64	3,01
2002	5,65	8,58	10,00	8,27
2003	5,65	14,59	26,36	14,29
2004	2,82	7,30	16,36	9,02
2005	11,17	12,02	13,64	15,79
2006	19,77	22,75	1,82	9,02
2007	18,08	5,58	7,27	17,29
2008	28,81	20,60	8,18	20,30
2009	2,26	0,00	0,91	2,26

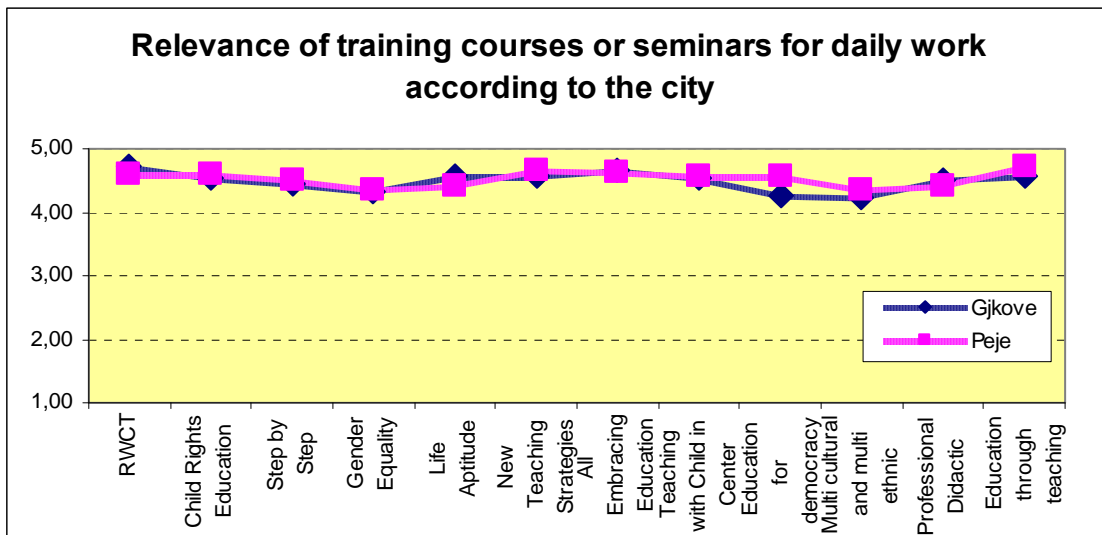
All the activities carried out are considered quite relevant, with average valuations above 4 out of 5 in all cases.

Graph 25. Relevance of training courses or seminars.

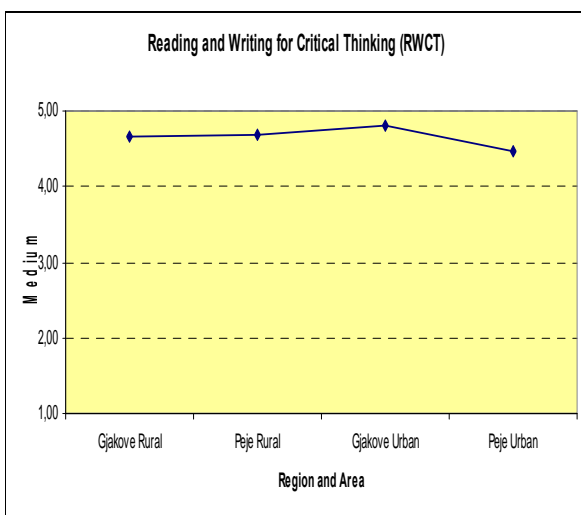


If we analyze this information more attentively, considering the city to which it belongs, we can observe that appreciable differences between the two main cities do not exist, as we can see in Graph 26.

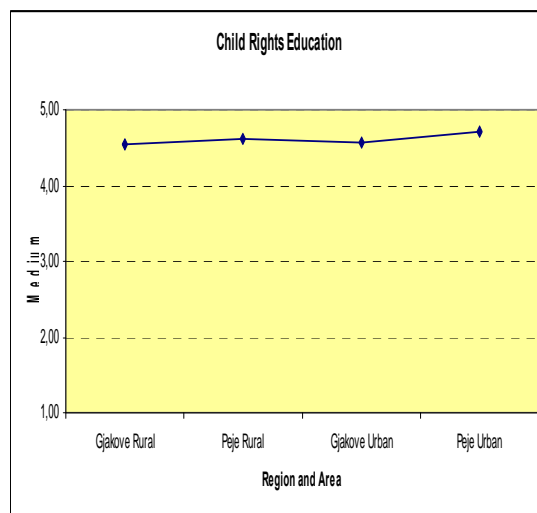
Graph 26. Relevance of training courses or seminars according to the city.



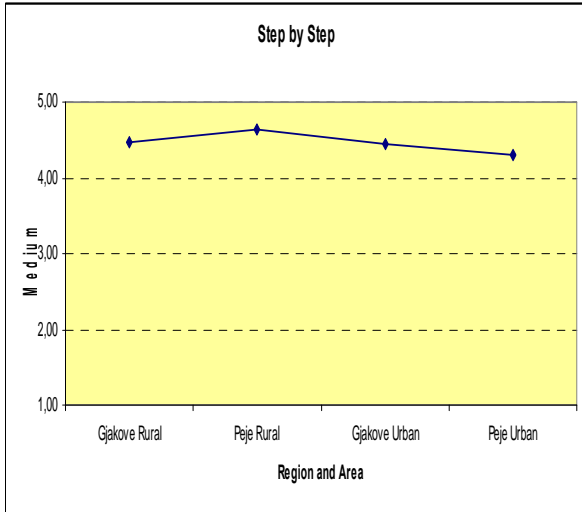
Graph 27. Reading writing for critical thinking.



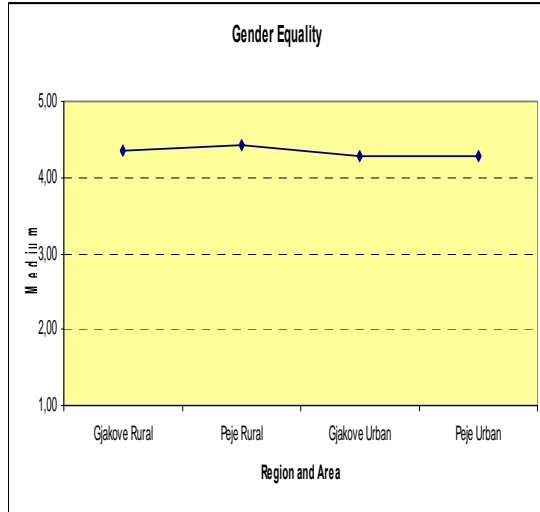
Graph 28. Child rights education.



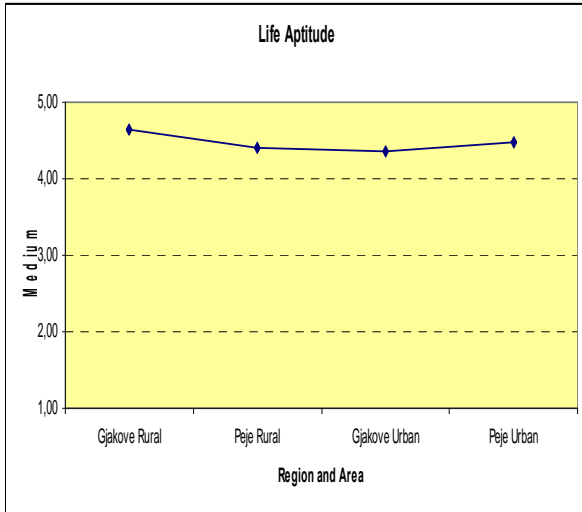
Graph 29. Step by step.



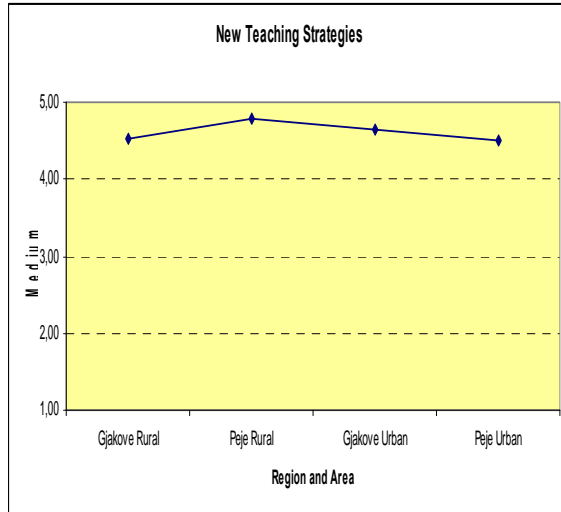
Graph 30. Gender Equality.



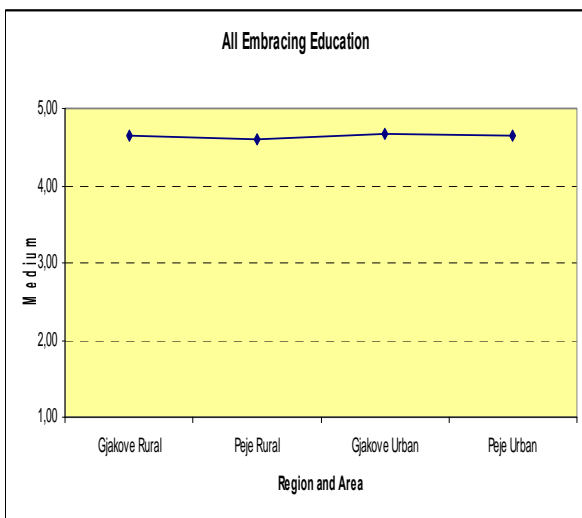
Graph 31. Life aptitude.



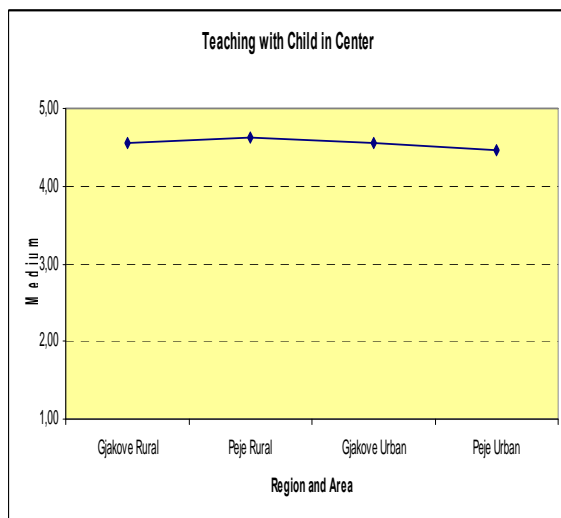
Graph 32. New teaching strategies.



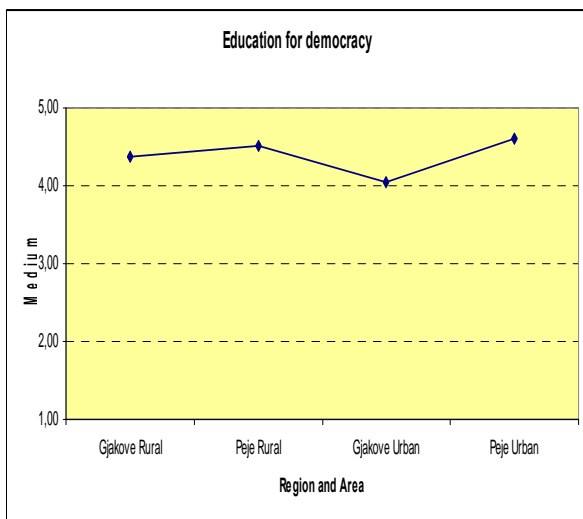
Graph 33. All embracing education.



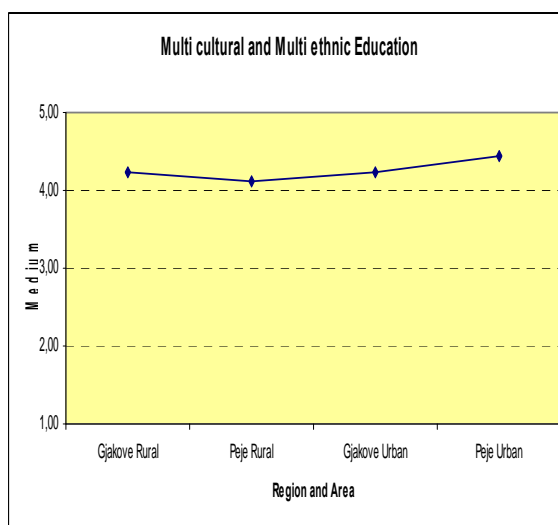
Graph 34. All embracing education.



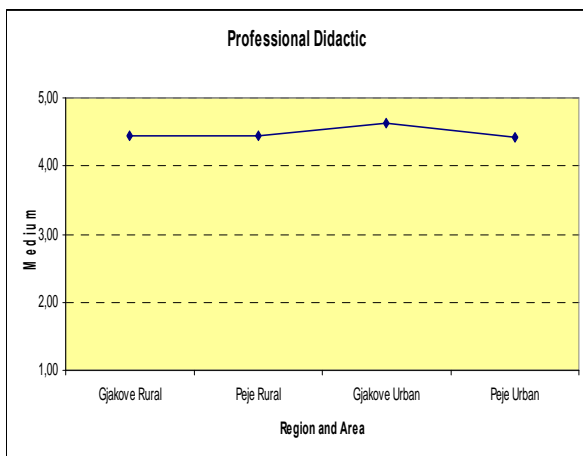
Graph 35. Education for democracy.



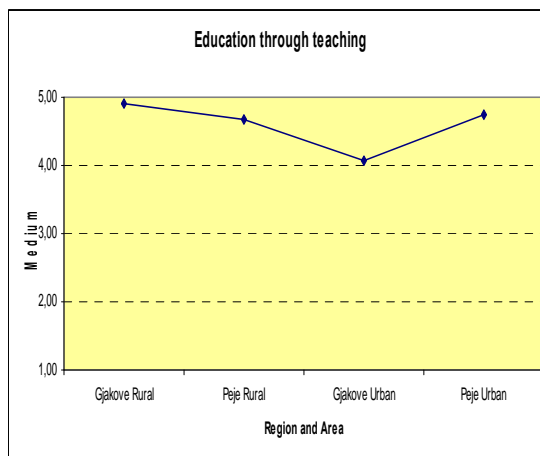
Graph 36. Multi cultura and multi ethnic education.



Graph 37. Professional Didactic.

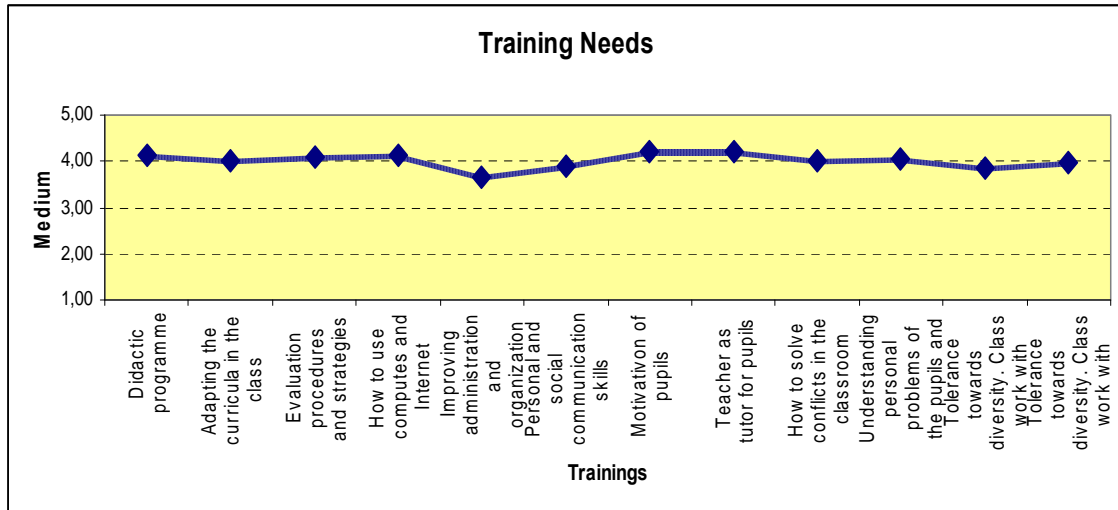


Graph 38. Education through teaching.



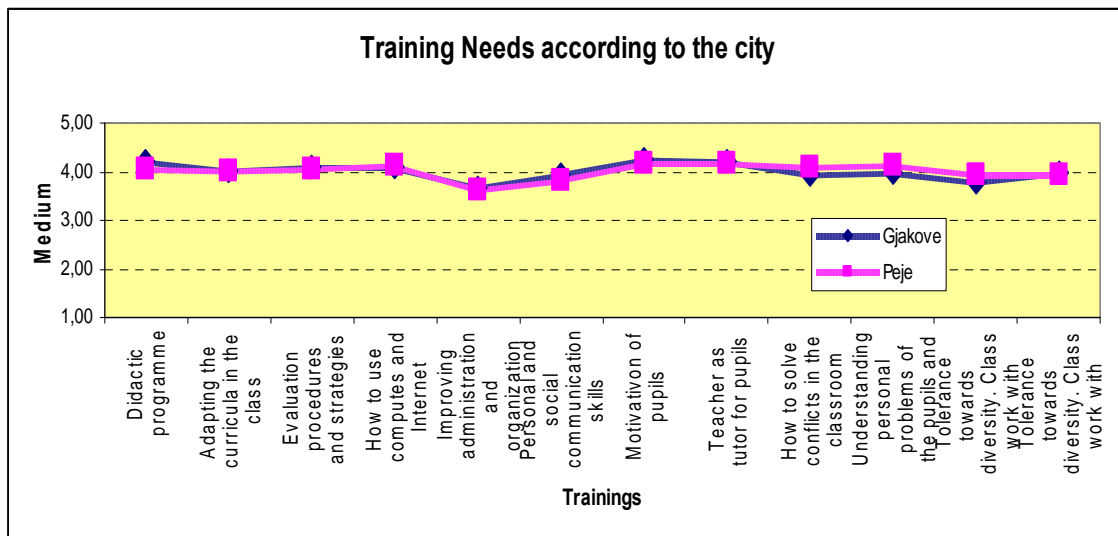
Continuous teacher training is a key aspect to obtain greater educational effectiveness. For this reason, a relationship of areas has been proposed to **teachers** so that they indicate their opinion regarding the **necessary degree of training**. The topics that they consider most important for their training are those related to the motivation of the students (average = 4,22) and tutor's work (average = 4,20). The average scores reached in the remaining proposed topics oscillate between 3,64 and 4,13, which indicates a medium-high or high degree of training necessity in these. In short, we find a considerably high percentage of teachers demonstrating a great need for training in the different proposed areas.

Graph 39. Teachers' Training Needs.



If we take into account the city where the schools are located, we do not find significant differences in the appreciations of the teachers, as we can see in Graph 40.

Graph 40. Teachers' Training Needs according to the city.



If we take into account the area where the school is located, we do not find significant differences in the appreciations of the teachers.

The **teachers** have also indicated other topics that they consider relevant in their teacher training. Those most highlighted by the teachers from Gjakova are those which refer to cooperation and tolerance (parents, teachers and students), in short by 19,78% of the teachers that have answered, and RWCT, by 18,88%. Chart 19 picks up the different topics highlighted and the number of teachers that indicate them.

Chart 19. Other training needs. Gjakova (1).

Other training needs	Number of teachers
Activities.	2
Additional lessons.	1
Cooperation and tolerance (parents, teachers, pupils).	18
Critical thinking in reading and writing.	1
Different aspects of the education of students.	4
Drop-out.	2
Exchange experiences.	5
FSDEK.	1
function of didactical triangle.	2
MKLSH.	17
Monitoring of schools outside of Kosovo.	1
Motivations and stimulation of the pupil.	4
Practical work.	1
Preschool education system according to curricula.	1
Professional mathematic training.	1
Psychology.	4
Rights (teachers and pupils).	3
School capacity.	1
Situations of the pupil.	3
Teacher is to work according to the need.	1
Teaching Strategies.	2
Text books (pupil's and teacher's).	3
The art of questioning.	1
Training for children.	2
Training in other languages.	2
Work and support of children with difficulties (family, psychological, intelectual, enviromental).	6
Work the enviroment.	2

The teachers from Peja mainly indicate the topic of cooperation between themselves, the students and the parents (very similar to the case of Gjakova), motivation towards the professional future, didactic strategies and working methodologies with children that show difficulties or not.

Chart 20. Others training needs. Peja (1).

Other training needs	Number of teachers
Biopsychosocial education.	8
Career education.	3
Cooperation (teachers, pupils, parents).	18
Development of speaking.	1
Discipline and standards of conduct.	3
ECDL.	1

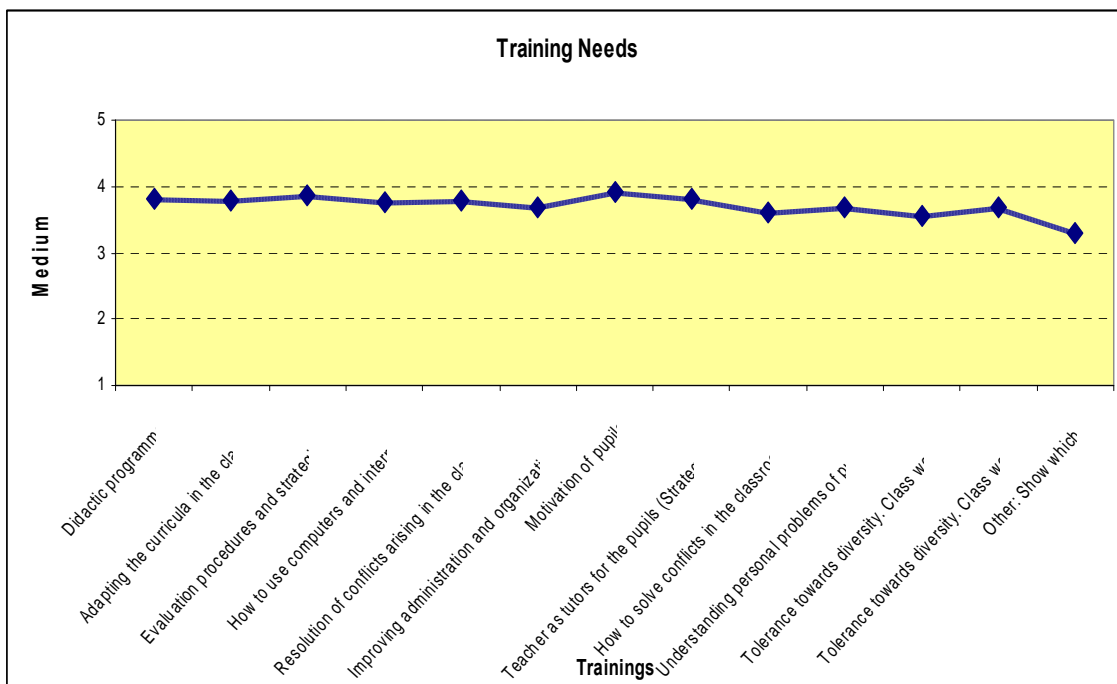
Chart 20. Others training needs. Peja (2).

Other training needs	Number of teachers
Economic situation of pupils.	3
Engagement of staff and pupil committees.	1
Free activities.	2
Freedom of expression.	1
Function of didactical triangle.	2
Gender Equality .	2
How to carry out environment.	3
Lifelong learning.	1
MKLSH.	5
MNQ.	3
Objectives for supporting of colleagues.	1
Pedagogy.	1
Practice works.	1
Raise of awareness to respect time table.	1
Stimulation for the future (workers and children).	18
Strategies for teachers.	13
Summary training for all mention points.	1

TDF.	1
Tolerance.	1
Training in other languages.	2
Work with children with or without any problem.	15

The directors have also been consulted about their vision regarding this. The general results are very similar to those provided by the teachers- slightly lower, but not significantly - as we can observe in Graph 41.

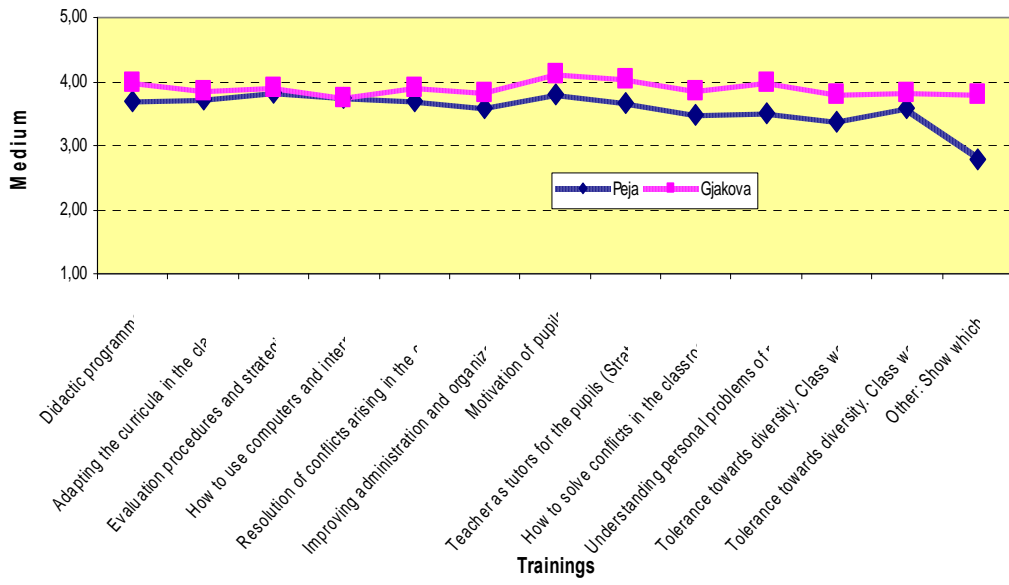
Graph 41. Teachers' Training Needs.



Taking into account the city where the directors are, we can observe that the valuations corresponding to the city of Gjakova are even more similar to those of the teachers, although we must point out that outstanding differences do not exist between both cities.

Graph 42. Teachers' Training Needs according to Region.

Training Needs according to the Region



6.4 STUDENT INFORMATION

Another of the objectives of the study is to learn about the **students' characteristics**. The **school directors** have been asked about the number of students that they have in their centres by sex, in Primary as well as in Secondary. Observing the data we can see that 53% of the total students are in Primary and the remaining 47% in Secondary. If we keep in mind the sex of the students, great differences are not observed. Practically half of the students of Primary are boys and the other half girls (approximately 2% less). In Secondary, the percentage of girls that study is slightly inferior, in short, 6% less compared to the boys that study.

The **teachers** affirm that the **predominant ethnic minority** is the Albanian, in short, 95,55%. According to information provided by the **directors**, the percentage is practically the same, 94,08%. Charts 21 and 22 pick up the distribution of students according to ethnic minority:

Chart 21. Ethnicity of the pupils (according to the teachers).

Ethnicity	Total	Male	Female
Albanian	95,55	49,80	45,75
Serb	0,02	0,00	0,02
Bosnian	1,07	0,56	0,51
Turk	0,02	0,02	0,00
RAE	3,01	1,71	1,29
Others	0,34	0,17	0,17

Chart 22. Ethnicity of the pupils (according to directors).

Ethnicity	Total	Male	Female
Albanian	94,08	51,63	42,45
Serb	0,00	0,00	0,00
Bosnian	1,76	0,89	0,87
Turk	0,15	0,08	0,07
RAE	3,82	2,17	1,65
Others	0,18	0,10	0,07

If we consider the city, we can observe some very similar and balanced data in both cities. We can highlight that in Gjakova there are no children of Serbian nationality according to the teachers.

Chart 23. Ethnicity of the pupils according to the city (according to teachers).

Ethnicity	Gjakova		Peja	
	Male	Female	Male	Female
Albanian	27,13	24,85	22,67	20,90
Serb	0,00	0,00	0,00	0,02
Bosnian	0,00	0,00	0,55	0,51
Turk	0,10	0,00	0,01	0,00
RAE	0,97	0,74	0,74	0,56
Others	0,08	0,09	0,09	0,08

The data provided by the **directors** is very similar to that presented, with no significant differences.

When the teachers are asked if their classes are divided according to the students' ethnic groups, the response percentage diminishes considerably. Only 74.92% of the teachers participating in the study have responded. Analyzing the obtained responses, most of them (93,19%) do not divide them in function of this characteristic.

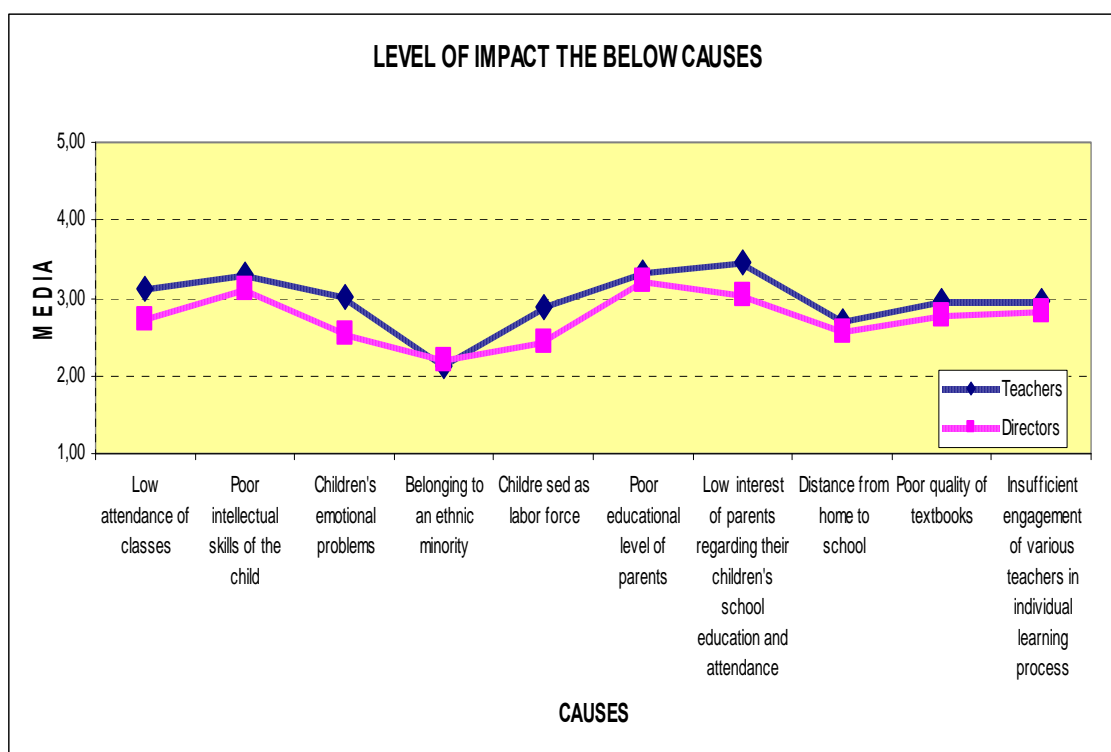
Graph 43. Classes divided by ethnicity.



If we consider the city, we can observe that there are no important differences either. Of the teachers that have responded, in Gjakova only 3,23% claims to divide the classes in function of ethnicity, with this percentage rising in Peja to 10,85%. Except for some exceptions **we can affirm that it is not a variable that is considered in the schools for organizing the classes.**

The **low results of the students** are a key factor in teaching to take into account when designing strategies to help. Among the possible analyzed causes that can explain students' low results and academic failure, the **teachers consider** that the main ones are lack of parental interest and their lack of follow up in the academic evolution of their children (average = 3,53), the children's insufficient intellectual dexterities (average = 3,48) and the low educational level of the parents (average = 3,46). Among those that have less influence we can highlight belonging to an ethnic minority (average = 2,11) and the distance from the family home to the school (average = 2,69). For the directors the main causes are the same: the low educational level of the parents (average = 3,24), the lack of follow up by these in the academic evolution of their children (average = 3,04) and the insufficient intellectual dexterities of the children (average = 3,05). Those that have least influence are belonging to an ethnic minority (average = 2,19), the employment of children as manpower (average = 2,43), the emotional problems of the children (average = 2,54) and the distance from the family home to the school (average = 2,57)

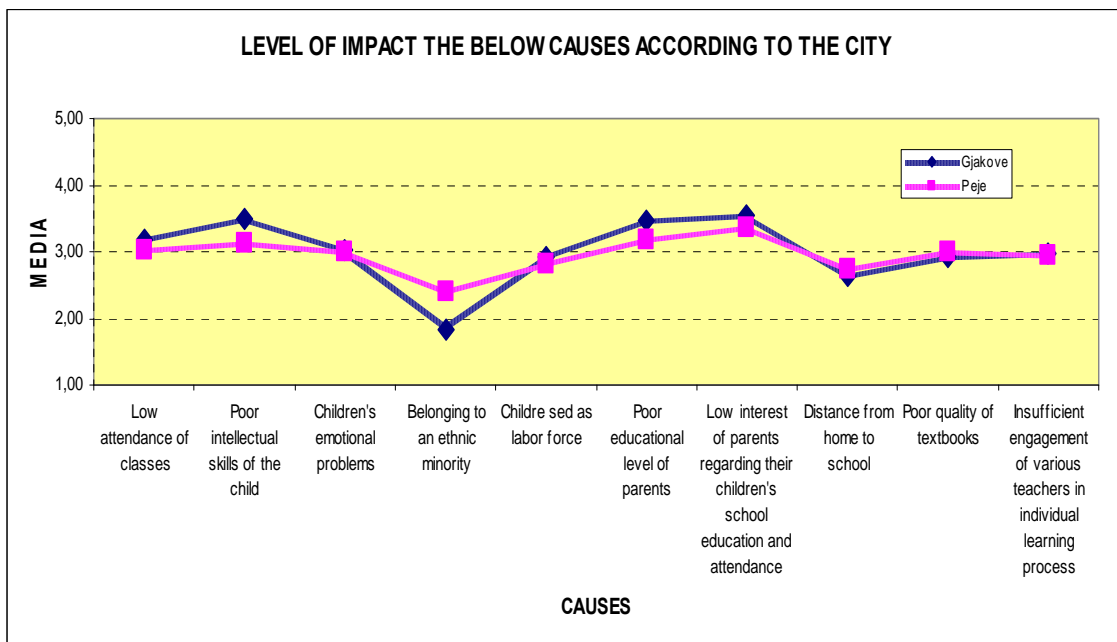
Graph 44. Level of impact of the causes below for the failure of pupils to pass and for the pupils with poor performance on learning.



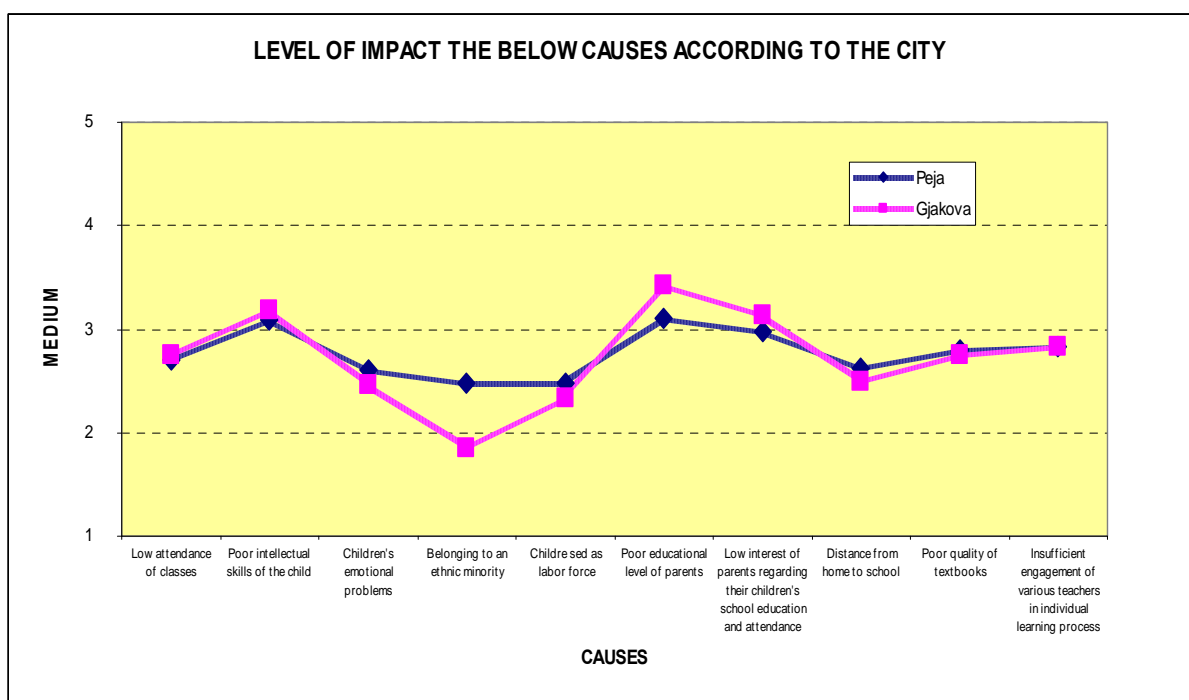
Analyzing the teachers' and directors' responses in function of the city, significant differences are not observed, as we can observe in Graphs 44 and 45.

The only difference that we can point out, although it is not outstanding due to the reduced number of students of different ethnic groups, is that which precisely refers to this aspect. The teachers and directors of Gjakova consider it even less relevant (averages = 2,39 and 1,86 respectively).

Graph 44. Level of impact of the causes outlined below for the failure of pupils to pass and for the pupils with poor learning performance, according to the city (Teachers).

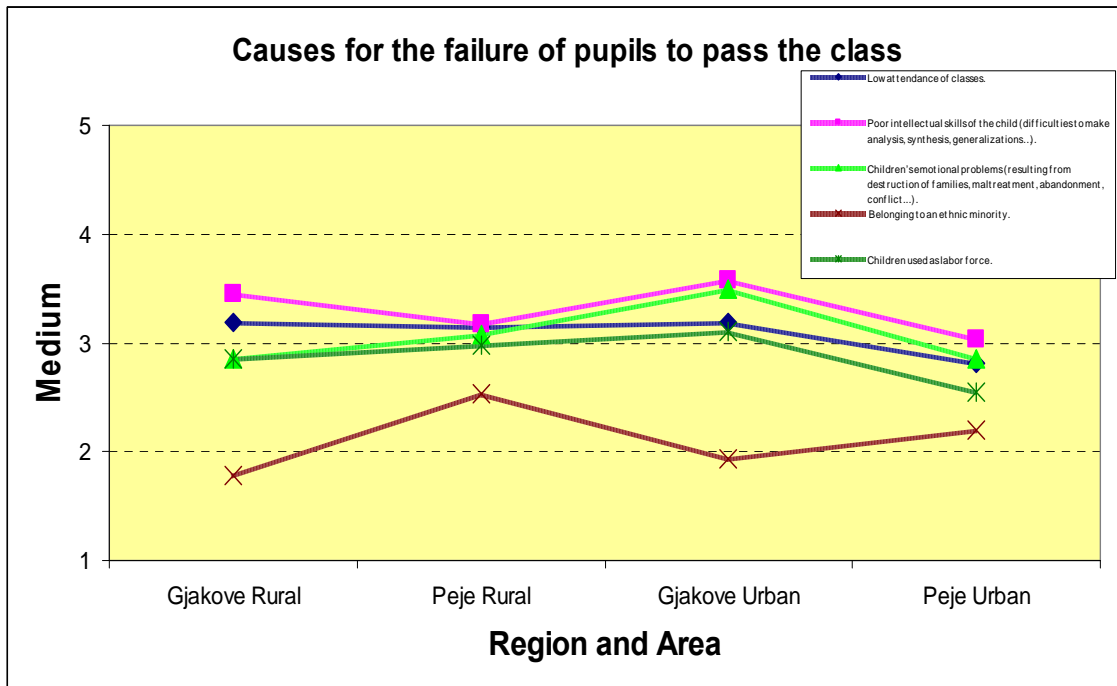


Graph 45. Level of impact of the causes outlined below for the failure of pupils to pass and for the pupils with poor learning performance, according to the city (Directors).

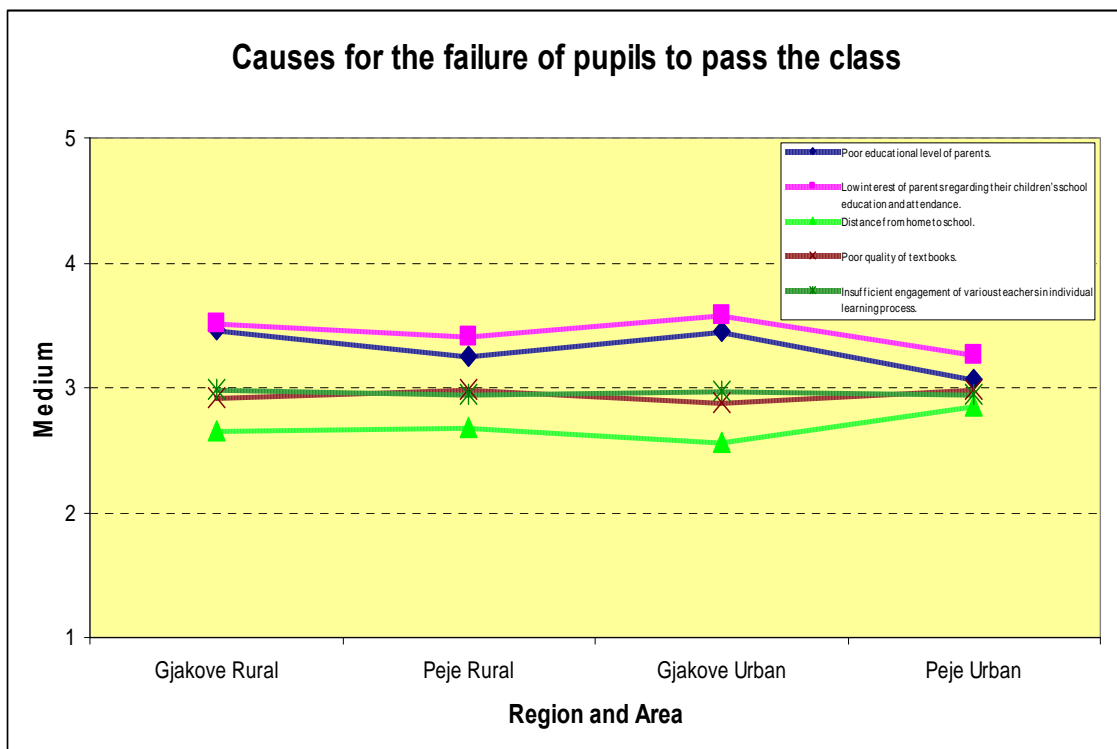


Considering the results in function of the city and area where the schools are located, we can observe that the teachers' opinions regarding the causes of students' low results do not vary significantly. The ethnic grouping is the lowest valued cause. In this case, we can observe differences regarding the city, but not the area where the schools are located.

Graph 46. Level of impact of the causes outlined below on pupil failure and on poor pupil performance, according to the city and area (1).



Graph 46. Level of impact of the causes outlined below on pupil failure and on poor learning performance pupils, according to the city and area (2).



In this question, the **teachers** were also given the opportunity to indicate other causes different to those indicated. There were few responses, 115 cases in Gjakova and 138 in Peja. The average obtained in these factors is 3,70, which also indicates a moderate influence. Among those we can highlight economic conditions (13% of teachers responded to this question), lack of interest (11,33%), lack of educational resources (6,48%), "function of the didactic triangle" (6,07%), high number of students (5,67%) and "specific examples" (4,86%).

All the causes pointed out and their frequency are picked up in the following chart, as well as the average valuation (or direct score in the cases that are evaluated by a single teacher) and the city where the teachers are from.

Chart 24. Otras possible causas of low results and school failure (1).

Other causes	Number of teachers	Médium or assigned value	Region
Additional lessons	3	...	Gjakova / Peja
Cabinets	7	4,57	Gjakova / Peja
Calculation	1	5	Gjakova
Capacity of Children	6	4,17	Gjakova / Peja
Charged plan and programme	4	4,25	Gjakova / Peja
Children's behaviour	6	5	Gjakova / Peja
Children's Enviroment	3	2,67	Gjakova / Peja
Children with difficulties	2	...	Gjakova / Peja
Comprehensive	1	1	Gjakova
Concrete examples	12	4,41	Gjakova / Peja

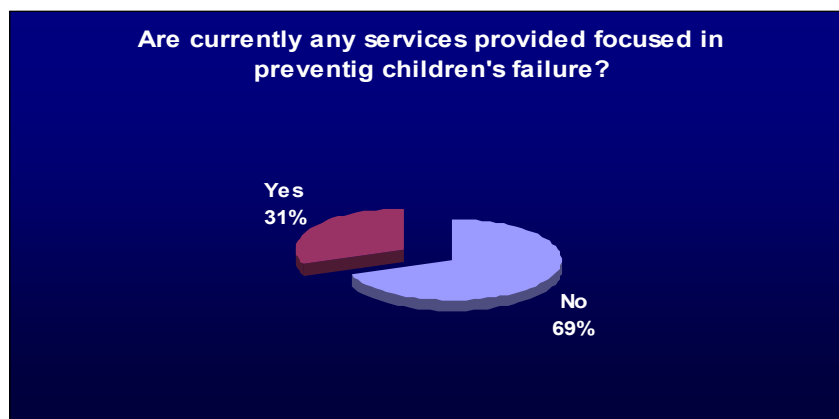
Chart 24. Other possible causes of low results and school failure (2).

Other causes	Number of teachers	Médium or assigned value	Region
Cooperation (pupils, partners, teachers)	6	...	Gjakova / Peja
Discipline	4	3,4	Gjakova / Peja
Economic conditions	32	4,14	Gjakova / Peja
Familiar enviroment	9	3,75	Gjakova / Peja
Function of didactical triangle	15	4,625	Gjakova / Peja
Giving an explanation	5	4	Peja
Health situation	5	...	Peja

High number of pupils	14	...	Gjakova / Peja
Lack of Educational Resources	16	3,25	Gjakova / Peja
Lack of engagement	6	4,8	Gjakova
Lack of interest (pupils, teachers, parents)	28	...	Gjakova / Peja
Lack of motivation	1	4	Peja
Lack of preparation of teachers	6	2,67	Gjakova / Peja
Lack of resources	1	...	Gjakova
Material conditions	7	4,33	Gjakova / Peja
Non perspective	8	3,00	Gjakova / Peja
Psychology	2	2,5	Gjakova / Peja
Relation with pupils	4	4,5	Gjakova / Peja
School Management	5	2,8	Gjakova / Peja
Shortage of hours from 45 till 50	1	...	Peja
Social conditions	7	4,33	Gjakova / Peja
Text books	7	4	Peja
Use of children as labour work	1	...	Gjakova
Work Conditions	12	3	Gjakova / Peja

As for the existence of **services organized by the school to prevent school failure and ensure that the children advance**, of the total of interviewed **teachers**, 2057 respond (85,28%), 1074 from Gjakova (44,53%) and 983 from Peja (40,75%). 31,11% of the total say that the educational centre does organize this type of services. If we consider the city where the schools are located, 24,58% of the teachers from Gjakova respond positively compared to 38,25% of those from Peja.

Graph 47. Services provided by schools focused in preventing children's failure (Teachers).



The percentage of **directors** that indicate that in their centres services have been organized with this objective is 69,4%, very different to that obtained in the teacher's case: only 22,5% point out that they do not have any. If we consider the city, in Peja 75% of directors have services to prevent school failure, while in Gjakova this percentage is 61,7%.

Analyzing the data in function of the city and area, fundamental differences are perceived in the rural area, with less services being developed in these schools.

Chart 48. Services provided by schools focused on preventing children's failure according to the city and area.

	Gjakova Rural	Peja Rural	Gjakova Inner city	Peja Inner city
No	77,46	65,53	69,64	54,57
Yes	22,54	34,47	30,36	45,43

The different services organized by the schools to prevent school failure **according to the teachers**, are picked up in chart 10. The most frequent are additional lessons (44%), "continuous jugular lessons" (16,09%), cooperation (7,33%), employment of new texts and the work in NVN (5,70% in both cases). The different organized services are picked up in Chart 25.

Chart 25. Services organized by schools to prevent school failure (teachers) (1).

Services	Number of teachers	Region
Additional activities	10	Gjakova / Peja
Additional lessons	216	Gjakova / Peja
Awarenes of teachers, pupils and parents	3	Gjakova / Peja
Certain texts	1	Peja
Certain texts	1	Peja
class council	3	Gjakova / Peja
Continuous jugular lessons	79	Gjakova / Peja
Continuous work in class	1	Peja
Cooperation	36	Gjakova / Peja
Custodory hours	1	Gjakova
Data according to plan and program	1	Gjakova
DKA	3	Peja

Drafting of individual plan	1	Gjakova
Engagement	14	Gjakova / Peja
English courses	5	Gjakova
Free activities	3	Gjakova
Function of didactical triangle	12	Gjakova / Peja
High interest of parents	4	Peja
Individual work	3	Gjakova / Peja
Lack of means for lessons, and non payment of additional hours	2	Peja
Motivation	3	Peja

Chart 25. Services organized by schools to prevent school failure (teachers) (2).

Services	Number of teachers	Region
Needs of psychologist	2	Peja
No programme, no conditions	1	Peja
Opportunities of entrance in exams according to MASHT	2	Peja
Provision of school text and additional work with pupils	1	Peja
Pupils help one another	5	Gjakova / Peja
Reexam	4	Gjakova / Peja
School drafted plan according to request that came from MASHT	1	Gjakova
Self engagement of teachers during lessons	1	Peja
Services performed by state	1	Peja
Specific Engagement	1	Gjakova
Text books	1	Peja
To be implemented by teachers	2	Peja
Transfer to another school	1	Peja
Use of new teaching text	28	Gjakova / Peja
Work in groups	7	Peja
Work in NVN	28	Gjakova / Peja
Writing and reading	1	Gjakova
Writing-reading for pupils with special needs	2	Gjakova

According to the directors, considering the city, the different services organized by their schools are those picked up in Chart 26, where additional classes should be highlighted (25%).

Chart 26. Services organized by the schools to prevent school failure (Directors) (1).

	% Peja	% Gjakova
Cooperation between pupils	0,00	2,13
Cooperation with NGO's	0,00	2,13
Cooperation with parents	4,69	6,38
Cooperation with parents, extra classes	4,69	0,00
Cooperation with parents, solidarity between pupils	1,56	0,00
Cooperation with parents, stimulation of pupils with practice methods for education	1,56	0,00
Engagement	1,56	0,00
Extra classes	25,00	25,53
Extra classes, cooperation with parents	3,13	2,13
Individual work	3,13	0,00
Individual work, cooperation with parents	1,56	12,77
Individual work, extra classes	1,56	0,00
Meetings with parents, phsycologist, pedagogue, pupils	1,56	0,00
Motivation for the future	0,00	2,13
Peer help	1,56	0,00
Pupil motivation for teaching	1,56	0,00
Teachers engagement	0,00	2,13

Chart 26. Services organized by the schools to prevent school failure (Directors) (2).

	% Peja	% Gjakova
There are profesional bodies	1,56	0,00
Voluntary work	1,56	0,00

Dropping out of school and its causes are another of the important topics of the study. The **directors** have indicated the number of children that do not drop out and those that do, considering the sex in this last case. The school year where less dropping out takes place is in the second year, followed by fourth year and third year.

Chart 27. Number of pupils who dropped out of school (Directors).

	No	YES Number of Male	YES Number of Female
First Class	79	42	48
Second Class	90	23	29
Third Class	86	35	44
Fourth Class	92	35	23
Fifth Class	82	49	42
Sixth Class	68	40	61
Seventh Class	72	63	57
Eight Class	63	68	51
Ninth Class	65	52	55

Considering the city where the schools are located, we observe that the number of students that drop out is greater in Gjakova compared to Peja, among the girls as well as boys.

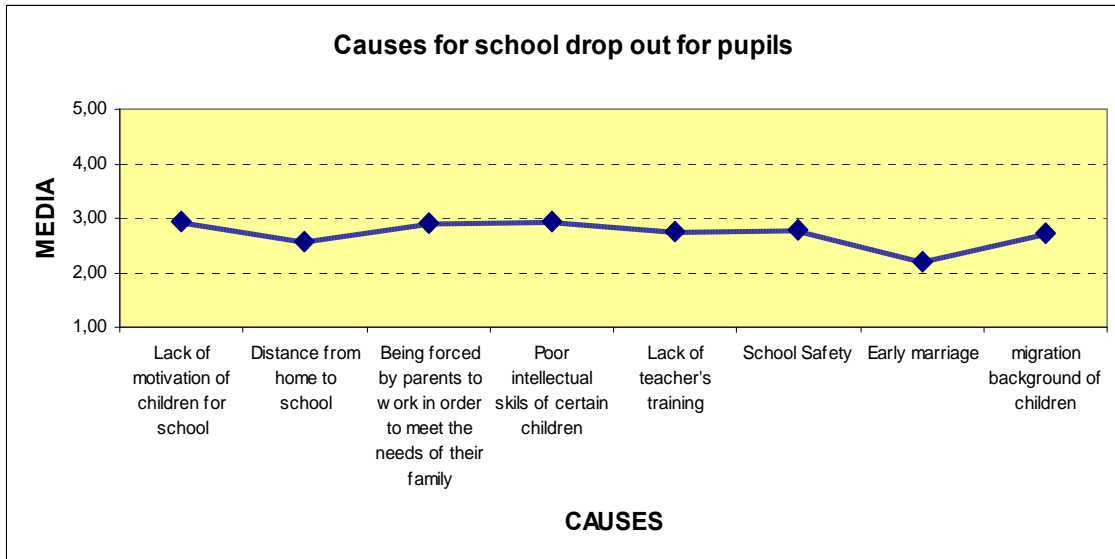
Chart 28. Number of pupils which dropped out of school according to the city (Directors).

	NO Peja	NO Gjakova	YES Number of Male Peja	YES Number of Male Gjakova	YES Number of Female Peja	YES Number of Female Gjakova
First Year	49	30	19	23	14	34
Second Year	56	34	7	16	4	25
Third Year	55	31	7	28	7	37
Fourth Year	57	35	6	29	3	20
Fifth Year	52	30	13	33	6	36
Sixth Year	41	27	19	24	18	43
Seventh Year	45	27	14	49	18	39
Eighth Year	43	20	20	48	15	36
Ninth Year	43	22	20	32	8	45

When asking the **teachers** about the degree of influence of different aspects on dropping out, no cause is highlighted as very influential, nor are there great

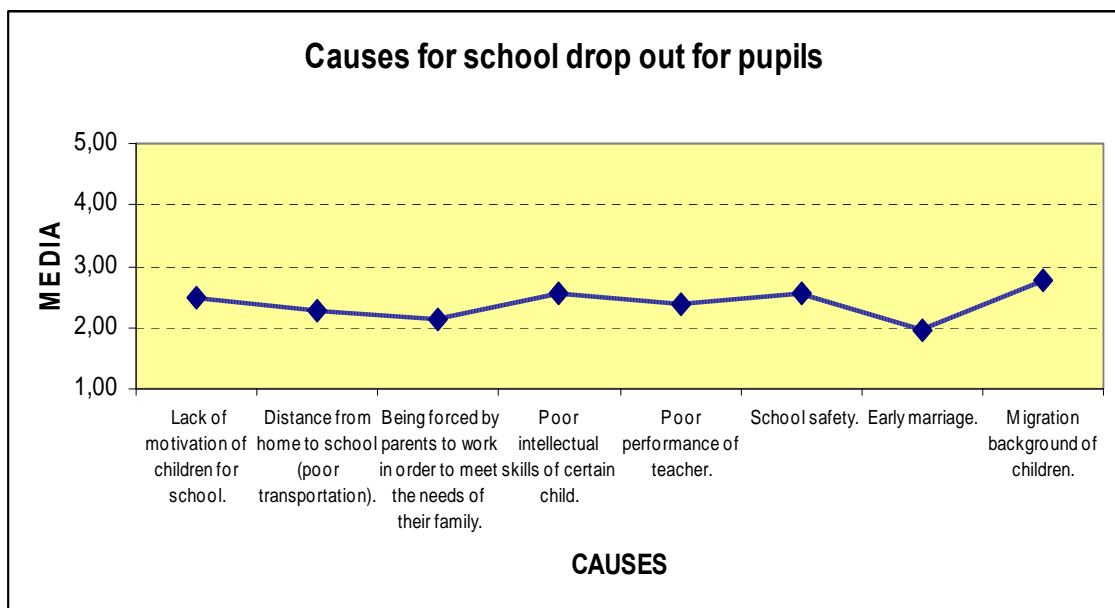
differences between the proposed causes, with the arithmetic average oscillating between 2,95, that corresponds to the low capacity of some students and 2,18, to marriage at an early age.

Graph 49. Causes for school drop out for pupils (Teachers).



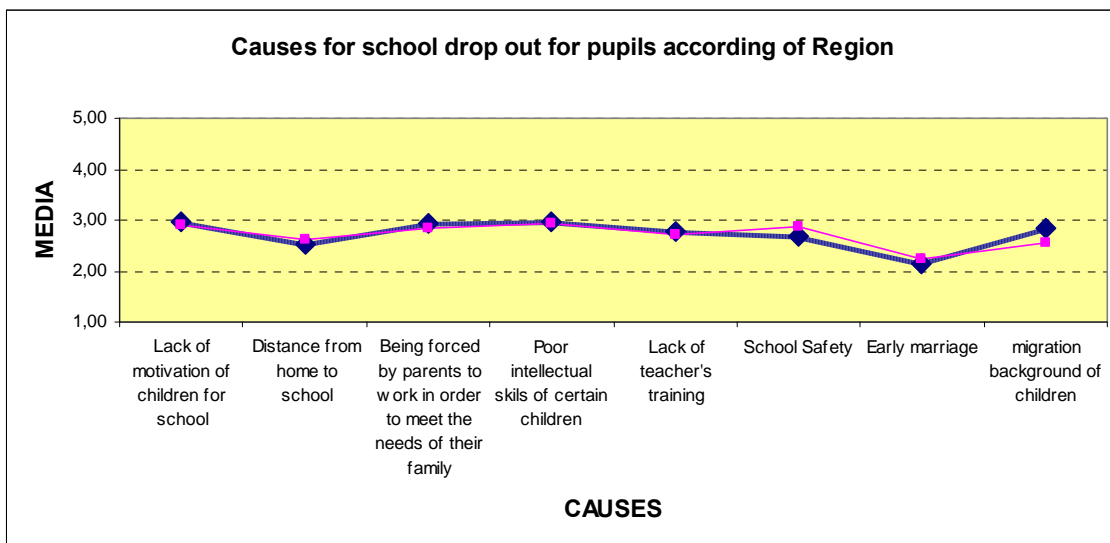
The **directors** have also given their opinion regarding this and the results obtained are very similar to those of the teachers.

Graph 50. Causes for school drop out for pupils (Directors).



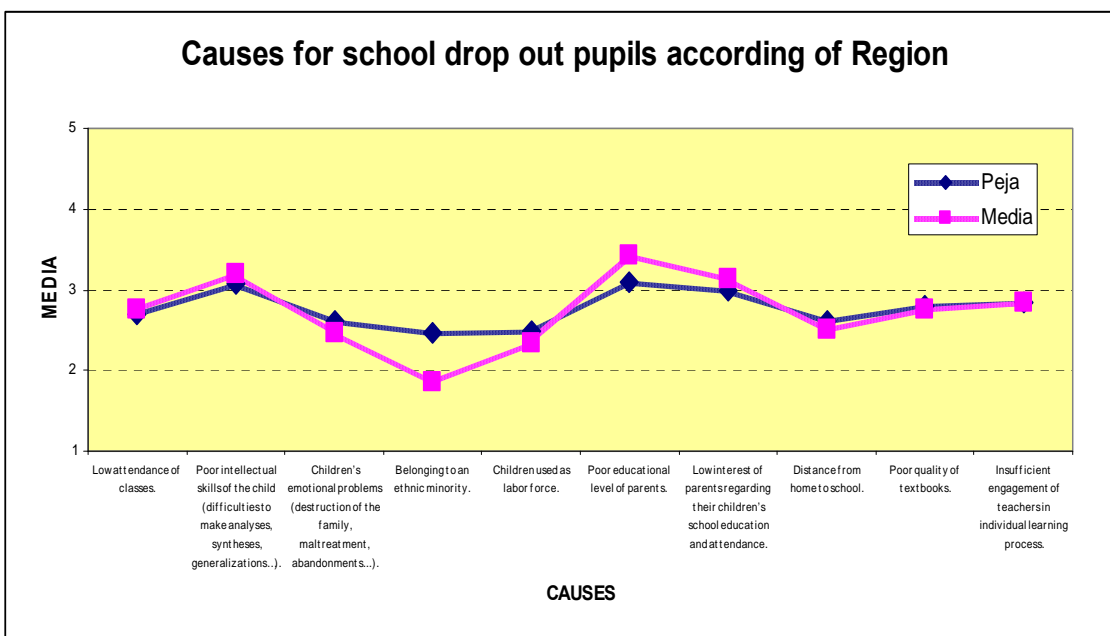
Bearing in mind the city where the schools are, we can see that the evaluations are practically the same.

Graph 51. Causes for school drop out for pupils according to region (Teachers).



Also in the case of the **directors**, the results are very similar as can be seen in Graph 52, except for "belonging to an ethnic minority."

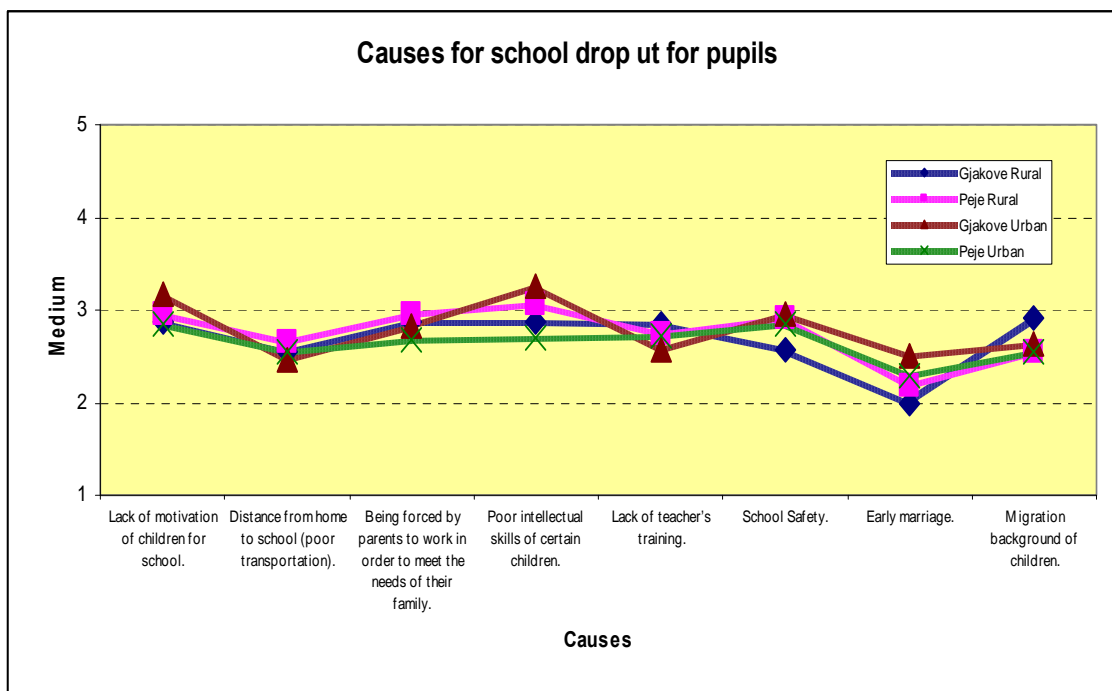
Graph 52. Causes for school drop out for pupils according to region (Directors).



If we also consider the area where the school is located we can observe that there are no important differences. The greatest discrepancies are found between the **teachers** of schools in inner city areas of Gjakova, compared to those of the inner city areas of Peja, in short when evaluating the low intellectual capacity of some children as a

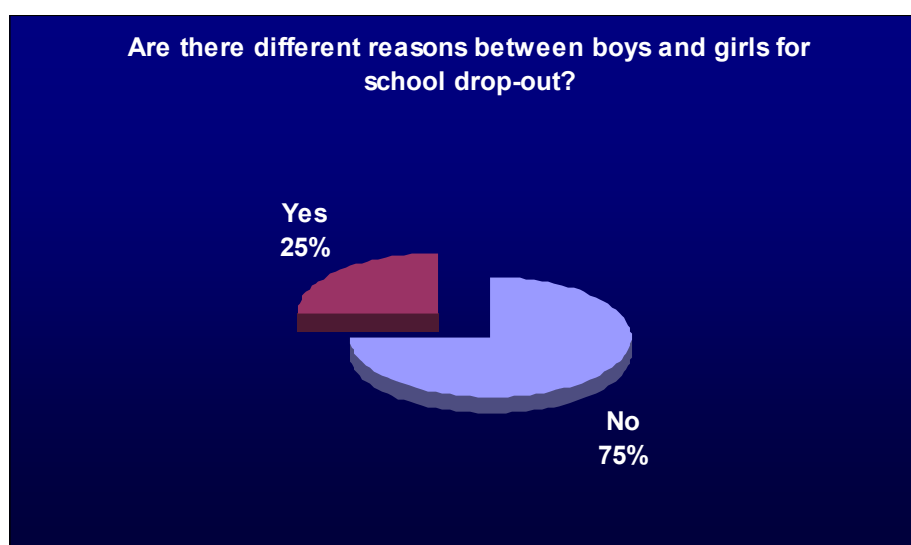
cause of low results. Those of Gjakova assign an average valuation of 3,26, while those of Peja 2,69.

Graph 53. Causes for school drop out for pupils according to region and area (Teachers).



With the objective of determining the existence of differences between the boys and girls regarding the causes for dropping out of school, we asked the **teachers** what their perception was to this and, in the event of perceiving these differences, they indicated what they were. The obtained responses show us that 75% of the teachers that have answered this question consider that such differences do not exist.

Graph 54. Differences in causes for school drop-out between boys and girls.



In the case of the **directors** the percentage that consider that there are no differences in function of the sex of the students is slightly inferior compared to the teachers (65,8%).

According to the **teachers**, the main causes of school drop out in the case of the boys that attend schools in the region of Gjakova are socioeconomic conditions (38,75% of the teachers have responded to this question), migration (22,50%) and family conditions (7,08%). The **directors** of the schools in this region think that it is fundamentally due to economic conditions and migration. Chart 18 picks up the **teachers'** responses.

Chart 29. Causes of school drop-out in boys of Gjakova.

Causes	Number of teachers
Early family needs	4
Engagement in work	6
Familiar conditions	17
Institutional pasivity in support and no subvention	1
Lack of motivation	5
Lack of transport	1
Low educational level	11
Migration	54
No perspective	19
Non interest for lessons	4
Physical work	1
Poverty	9
Premature work	4
Pressure of older pupils	1
Socio Economic Conditions	93
Unemployment	9
Failure	4
Work at home	1

The teachers of the region of Peja, regarding the boys, point out that the main causes are poor socioeconomic conditions (38,29% of teachers have responded to this question), lack of future perspective (7,21%) and unemployment (5,86%). **The directors of this region** think that they are fundamentally the economic and social conditions and migration.

Chart 30. Causes of school drop-out in boys of Peja (1).

Causes	Number of teachers
Bad Socio Economical Conditions	85
Bad Motivation	7
Lack of perspectives	16
Unemployment	13
Need to support family	9
Lack of continuation of education	5
Engagement	6
Migration	10
Lack of motivation	3

Chart 30. Causes of school drop-out in boys of Peja (2).

Causes	Number of teachers
Social conditions	7
Material conditions	7
Poverty	9
Householding	1
Fear of revenge	1
Lack of information	2
Lack of intellectual skills	1
Bad growing	2
Boys are considered as inheritors	7
Deviation for different motives	1
Low educational level	2
psycho-physical development	2

Indifference to education	11
Low salaries of educated people	1
Narcomania, deliquence	4
Premature marriages	3
Need to do something else besides school	1
Non-sufficiant conditions for education, motivation for migration	1
Surviving	4
Insecurity	1

Among the causes that motivate school drop out in the case of the girls that attend schools in the region of Gjakova, according to the **teachers**, are economic conditions again (indicated by 25,70% of the teachers that answer), marriage at an early age (13,74%), insecurity (8,40%) and the parent's low educational level (6,87%). **The directors of this area** think that it is fundamentally due to marriage at an early age.

Chart 31. Causes of school drop-out in girls of Gjakova (1).

Causes	Number of teachers
Adolescence	2
Age	10
Care for family	3
Difficulties during schooling and for employment	1
Discrimination	6
Distance school - home	22
Reluctance to take on more responsibility	2
Domestic work	1

Chart 31. Causes of school drop-out in girls of Gjakova (2).

Causes	Number of teachers
Early marriages	54
Economic conditions	101

Family mentality	16
Family reasons	3
Fanatism	2
High absenteeism	1
Hooliganism	4
Lack of motivation	4
Lack of perspective	19
Low awareness of parents	1
Low conscience	3
Low educational background of families	27
Low mentality	4
Marriages abroad	1
Migration	15
No estimation	1
No interest	4
Non adequate society	1
No support	1
Not well behaved	1
Physical development	3
Prejudices	5
Prolonged time table	1
Social Conditions	1
Stopping from family	15
Transport	13
TV	1
Unemployment	8
Insecurity	33
Dissatisfaction with quality of education	3

The teachers in the region of Peja, regarding the girls, point out some fundamental causes which are: economic conditions (29,05% of the teachers have responded to this question), lack of parental support to continue studying (14,68%), marriage at an early age (9,48%), insecurity of the route from the family home to school and in the neighbourhood (7,65%) and the distance from the house to the

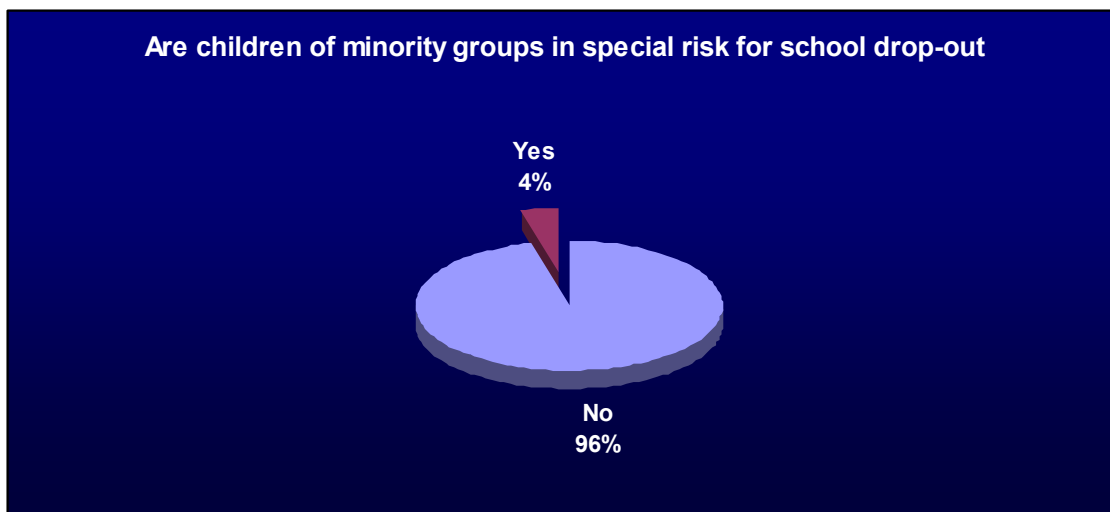
school (6,42%). In the opinion of the **directors of this region** (only 13 have answered out of 111), the main cause is poor economic conditions (4,7%).

Chart 32. Causes of school drop-out in girls of Peja (Teachers) (1).

Causes	Number of teachers
Age	1
Bad transport	9
Different diseases	2
Discrimination	5
Distance school-home	21
Early marriages	31
Economic Conditions	95
Engagement in work	1
Family problems	5
Health	1
Integration	1
Lack of conditions for schooling	6
Lack of interest	9
Lack of motivation	8
Lack of perspective	9
low consciousness	2
Low educational level	12
Migration	9
Poverty	5
Social problems	5
Stopping by parents	48
Subjective problems	1
Unemployment	16
Insecurity school-home route, at school and in the streets	25

The teachers are also asked if the students belonging to minorities have a greater probability of dropping out of school. Practically all the teachers (96%) do not think that is the case. In the case of the directors (54 respond), the percentage of those that think that it is not less, is in short 75%.

Graph 55. Teachers' opinions about if children belonging to minority groups are particularly at risk of school drop-out (Teachers).



If we consider the city and the area where the **teachers'** schools are, we can observe that, in general, the percentages do not vary significantly. Greater differences take place in the case of the inner city schools in Gjakova. In this case, 88,46% of the teachers respond negatively, which is less than the percentage obtained in the rural schools in Gjakova and in those of the two types in Peja.

Chart 33. Teachers' opinions about if children belonging to minority groups are particularly at risk of school drop-out according to the region and area.

	Gjakova Rural	Peja Rural	Gjakova inner city	Peja inner city
No	97,55	96,93	88,46	97,77
Yes	2,45	3,07	11,54	2,23

The **teachers** that answer affirmatively, point out main reasons such as the economic situation (23,86% of teachers answered), the lack of awareness of the need to study (18,18%) and the low educational level (15,91%). The **directors** think that they are fundamentally due to economic causes.

Chart 34. Reasons why teachers consider that children of ethnic minorities are particularly at risk of school drop out (1).

Reasons	Number of teachers
Bad conditions of school	3
Discrimination	1
Early job	5
Early Marriages	3
Economic Conditions	21
Ethnicity	2
Fear	1
Lack of awareness	16
Language	1

Chart 34. Reasons why teachers consider that children of ethnic minorities are particularly at risk of school drop out (2).

Reasons	Number of teachers
Low educational level	14
Migration	1
No integration	1
Non institutional care	1
Politics	3
Social conditions	2
Teasing between pupils	2
They feel unequal in class	1
Traditions, mentality	4
Unemployment	2
Insecurity	2
Willing for continuation of school, specialization, doctors	2

The directors point out some strategies that are developed in their school to prevent the school drop out problem. Fundamentally their work is based on cooperation with

the parents and between parents, teachers and students. Chart 35 picks up the different initiatives.

Chart 35. Initiatives to avoid drop out, according to the directors.

Methods and initiatives	%
Cooperation between teachers, pupils and parents	3,60
Because they migrate	1,80
Conversation with pupils, cooperation with parents	0,90
Conversations with parents, doctor, pedagogue, psychologist	0,90
Cooperation with families, increasing awareness, importance of education	2,70
Cooperation with NGO-s	0,90
Cooperation with parents	16,22
Cooperation with parents and institutions	1,80
Cooperation with parents, implementation of law for obligative education	0,90
Cooperation with parents, psychologist	0,90
Cooperation with parents, respect for pupils	0,90
Direct cooperation with minorities	0,90
Economic and social conditions	0,90
Good communication with parents for helping to stop dropout	0,90
Good cooperation between key factors (MEST, DKA, Parents)	0,90
Inclusion in education and equality	0,90
Increasing the quality of education	0,90
Individual work, cooperation with parents	0,90
Meetings with parents and NGO-s	0,90
Parents do not cooperate enough, little interest in education	0,90
The school needs to be attractive	0,90
There is a need for cooperation between teachers and parents	0,90

6.6 DIRECTORS' INFORMATION

Another objective of the present study is to know the characteristics of the school **directors**. Of the 111 directors that have participated in the investigation, 105 have indicated their sex. Therefore, we find that 100 are male (94,3% of those that respond) and 5 are women (5,7%), so that we see a clear prevalence of the masculine sex. Regarding their ethnicity, 99% of those that provide this information are Albanian and 1% Bosnian.

The directors are aged between 25 and 63 years old, with a 50 year-old average (51,19 in Peja and 49,69 in Gjakova). The value that is most repeated, the mode, is 49 years old.

When asked about their experience as directors, the results are the following ones, with no existing important differences if we consider the city where the schools are located:

Chart 36: Years of experience as director.

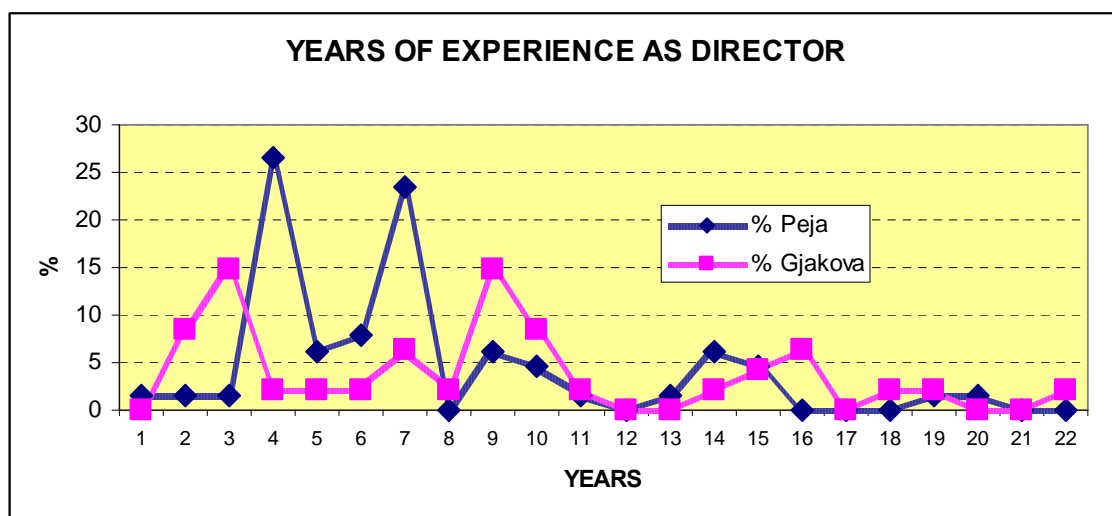
Years of experience as director	Frequency	Percentage
0	1	0,99
1	5	4,95
2	8	7,92
3	18	17,82
4	5	4,95
5	6	5,94
6	18	17,82
7	1	0,99
8	11	10,89
9	7	6,93
10	2	1,98
12	1	0,99
13	5	4,95
14	5	4,95
15	3	2,97

17	1	0,99
18	2	1,98
19	1	0,99
21	1	0,99
Total	101	100

We can observe that the maximum experience is 21 years as director, although most have between 3 and 5 year's experience. With regards to their experience as teachers, the directors that respond have between 3 and 40 years of experience, with an average of 18 years.

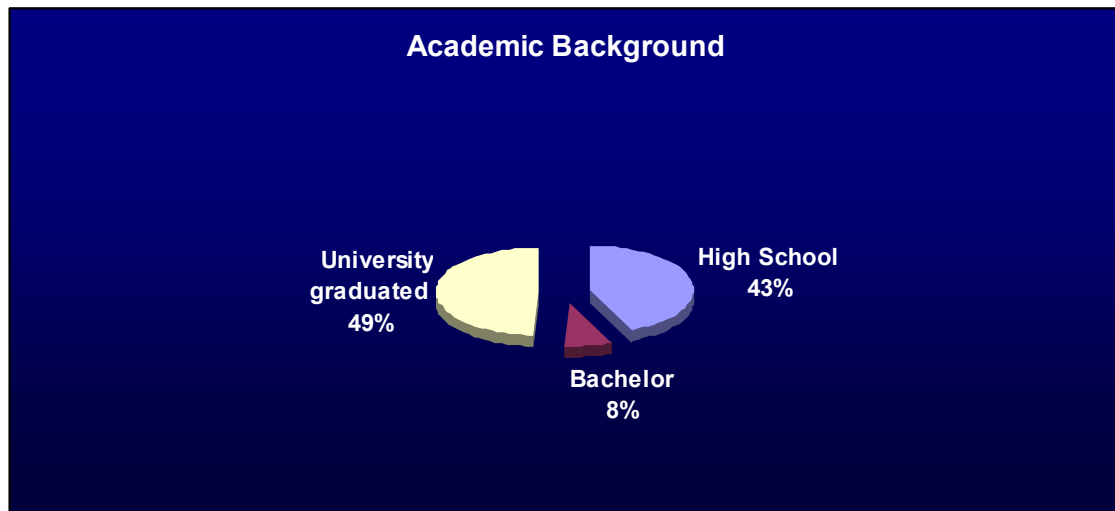
If we consider the city we observe that in Peja the highest percentage of teachers have 4 and 7 years of experience. In Gjakova the highest percentages correspond to 2, 3 and 9 years of experience.

Graph 56. Years of experience as director according to the city.



As for academic training, 49% of the directors have a university degree, 43% have Secondary studies and 8% High school. Of these directors, 89% have obtained the degree in the University of Pristine, while 11% of those that respond to this question have studied in other centres, and at the moment only 5 of them are completing studies.

Graph 57: Academic background of the directors.



If we keep in mind the city, we observe significant differences in the High School categories (greater percentage in the case of the directors of Gjakova, 48,94%) and University Graduate (greater in the case of those of Peja, 59,38%).

Chart 37: Academic Background.

	% Peja	% Gjakova
High School	34,38	48,94
Bachelor	6,25	8,51
University Graduated	59,38	27,66
Missing	0,00	14,89

The training carried out by the directors since 2001 has been varied, as well as the number of participants.

Chart 38: Training courses attended since 2001.

Training Courses	% of Directors
Governance and Leadership in Education	57,66
Method of Logical Framework	25,23
Development of school plan	57,66

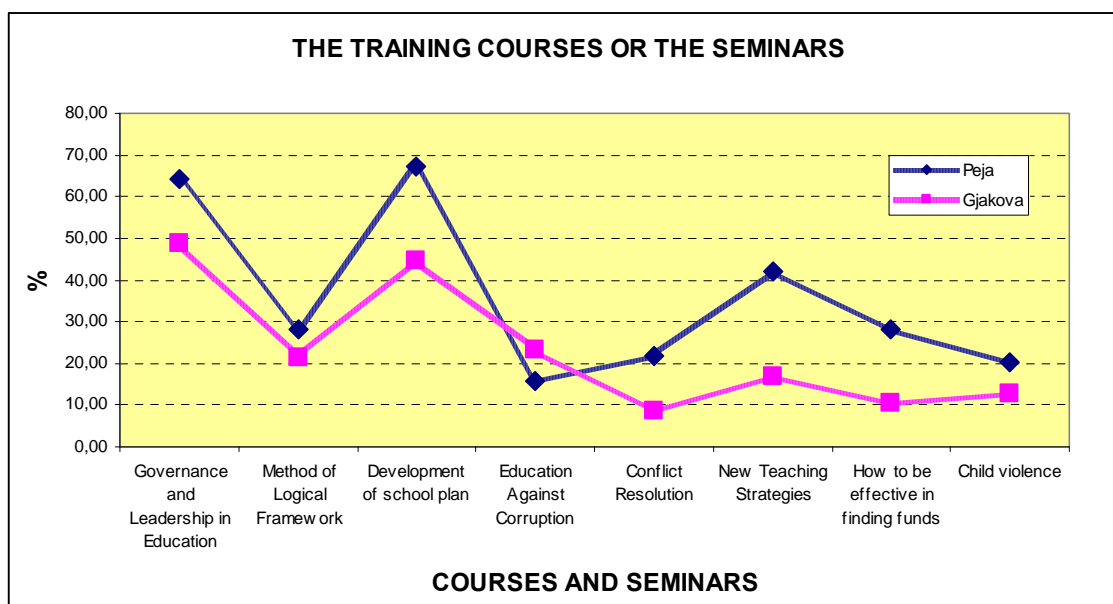
Education Against Corruption	18,92
Conflict Resolution	16,22
New Teaching Strategies	31,53
How to be effective in finding funds	20,72
Child violence	17,12

The courses that most directors have carried out are those of 'Governance and Leadership in Education ' and 'Development of school plan ', both with participation percentages of more than 50% of the interviewed directors. The course that approaches the topic of 'New Teaching Strategies', also has a high percentage of participation with 31,53%. The other courses have participation inferior to 25%.

The years in which these courses were carried out, except in the case of 'Method of Logical Framework ' that is between 2007 and 2008, are from 2000-2001 up to 2008.

If we bear in mind the city where the schools are located, we find that in general, the highest percentages of directors that have participated in the different training activities correspond to those of the city of Peja.

Graph 58: The training courses or seminars



7. CONCLUSION AND RECOMMENDATIONS

Based on the results of the survey, a conclusion that can be drawn is that there is a significant progress of education outcomes in Peja and Gjakova region, but there is still enough space for further improvements. Thus, we recommend some measures to be taken from education actors.

- The return of psychological and pedagogical services in schools;
- Widening of schools' settings, in order to ensure space for progress of educational process (labs, entertainment spaces, first aid room, etc.);
- Creation of favorable conditions in education, so the profession of teacher can be seen as a good perspective profession by youngsters from those two regions;
- Equipment of schools with didactic materials and audio-visual devices;
- Provision of all schools with internet connection, in order to follow technological advancements.
- Provision of in-service teacher trainings for teachers of these regions, especially with trainings on new methodologies of teaching;
- Intervention in the system level to prevent dropout of student that are in risk and to return those students who have abandoned school.
- Development of proper communication between teachers, parents and students, primarily by regular meetings and joint activities.