

# PROGRAMS

## INCLUSION OF POPULATION IN EDUCATION - ONE OF THE WEAKPOINTS OF THE KOSOVAR EDUCATION SYSTEM

Round Table Discussion, 11/10/2000  
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### SUMMARY OF THE REPORT

#### Introduction

This session is part of a series of round-table discussions dedicated to the issue of reforms in the field of education. Thirty educationalists representing all levels of education took part in this session. Inclusion of population in education is one of the problems that should carefully be treated

#### Pre-school education

The rate of inclusion is one of the lowest in Europe: only **2.6%** of age cohort (2-6 years) are included in all kinds of pre-school education, including preparatory classes attached to primary schools. The average rate of inclusion in Western Europe is around 70%, whereas in all countries in the Balkans it is over 30%.

The low rate of inclusion in pre-school education has negative effects in achievements of the children in primary education. It is believed that major reasons of the low inclusion are:

- low economical basis,
- lack of pre-school tradition,
- political circumstances in the last decade,
- lack of ideas and initiatives from Kosovar side.

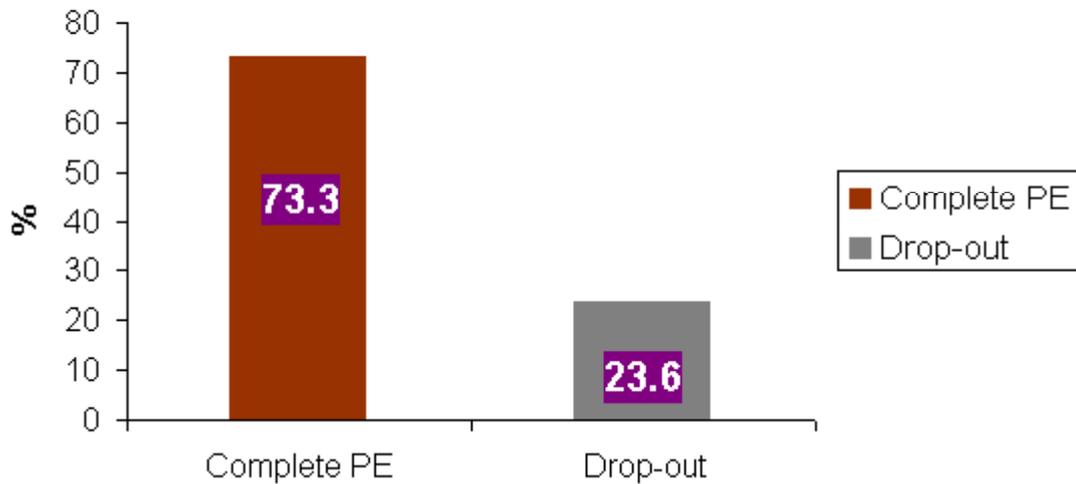
#### Primary education

The rate of inclusion is also very low, only **88%** of age cohort, meaning that around 35,000 children aged from 7-14 do not attend school. These children usually trade small goods in the markets or are not well integrated in the society. The major reasons are:

- migrations,
- economical situation,
- lack of legislation that protects children rights,
- old-fashioned teaching and learning methodologies,
- traditional and overloaded curricula,
- poor educational technology,

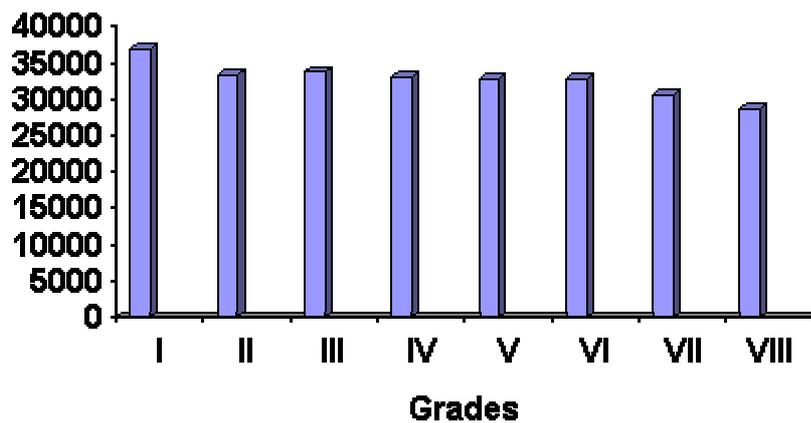
- non-professional governance,
- lack of school-community partnership,
- poor condition of school buildings.

### Drop-out in primary education

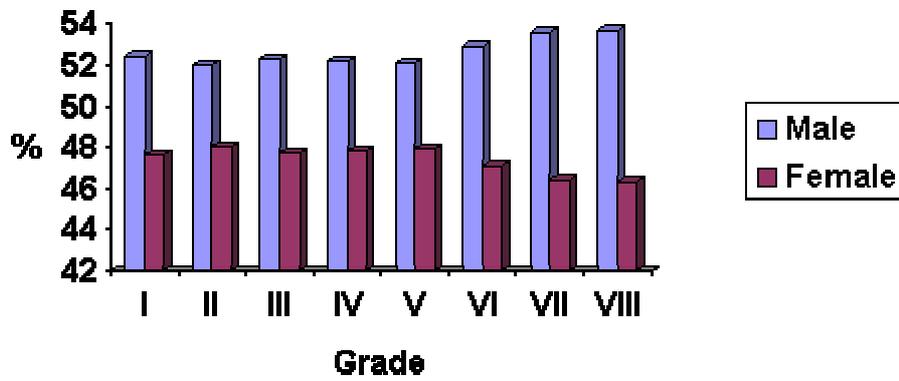


Drop-out of students in primary education usually increases in upper grades and applies particularly to female students.

### Number of students in primary education by grade

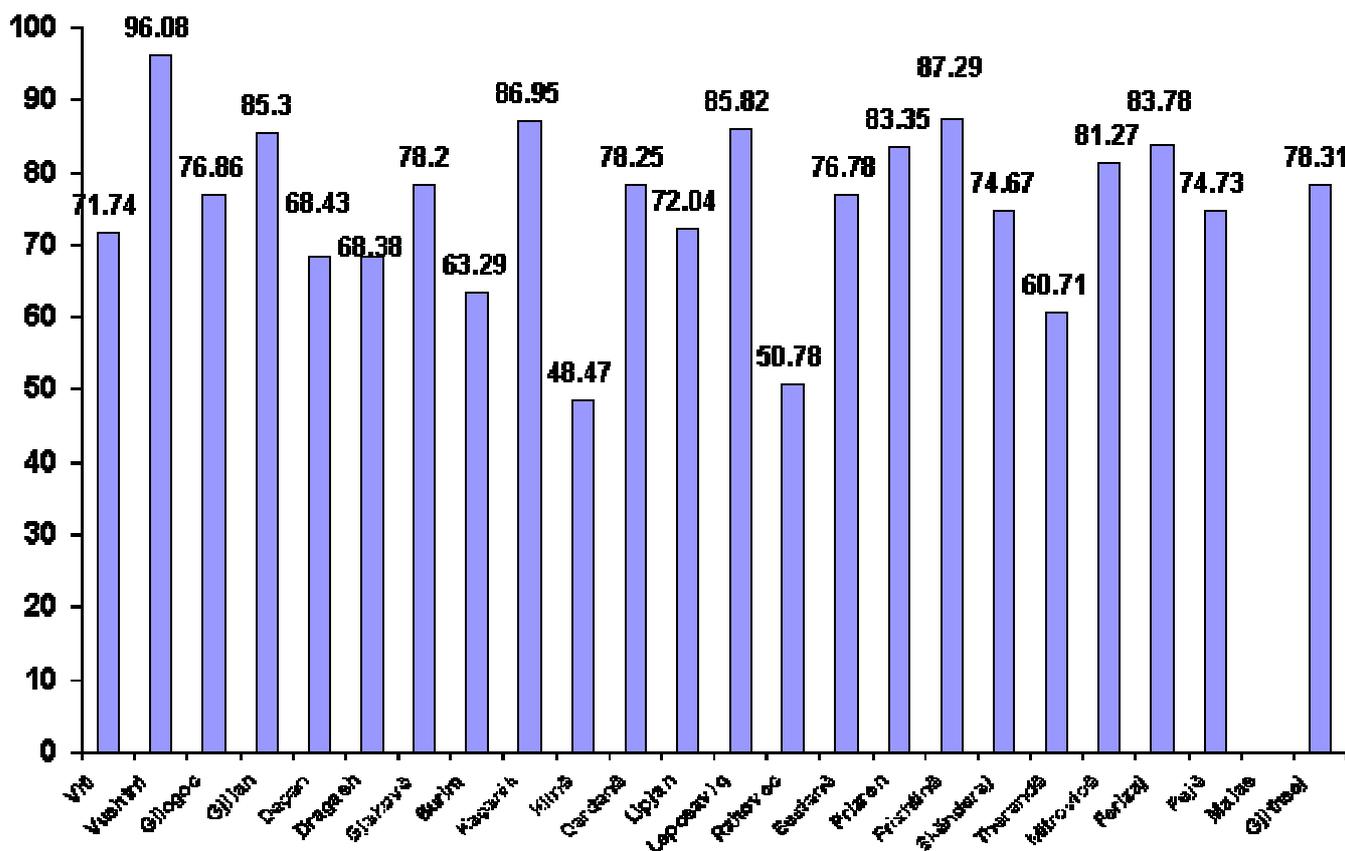


### Students in PE by gender and grade



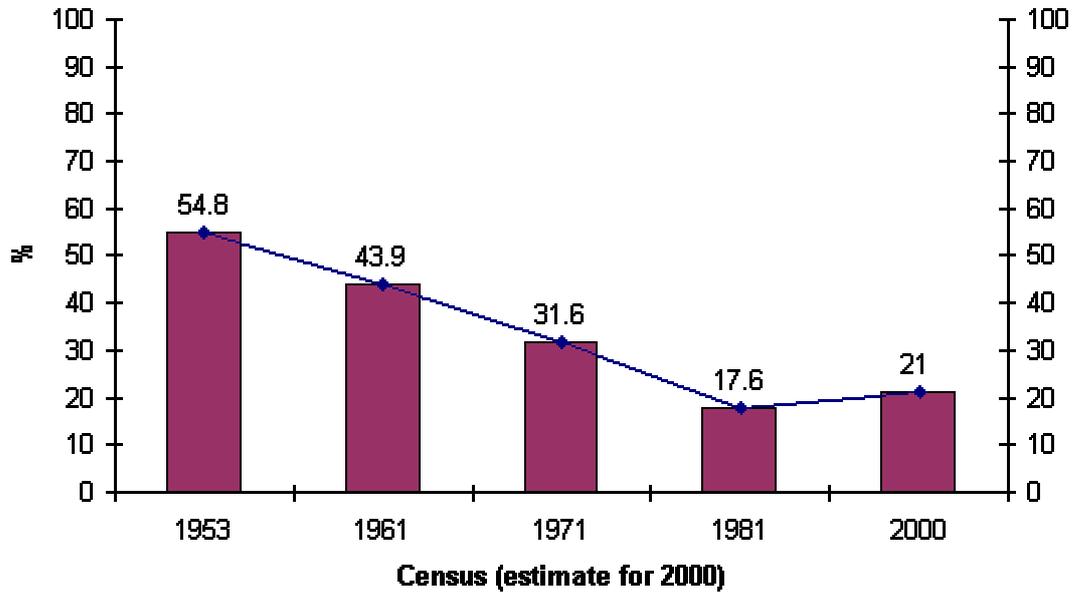
Inclusion rate in rural and semi-rural areas is larger than in urban areas as shown in the graph below.

### Inclusion in PE by municipalities

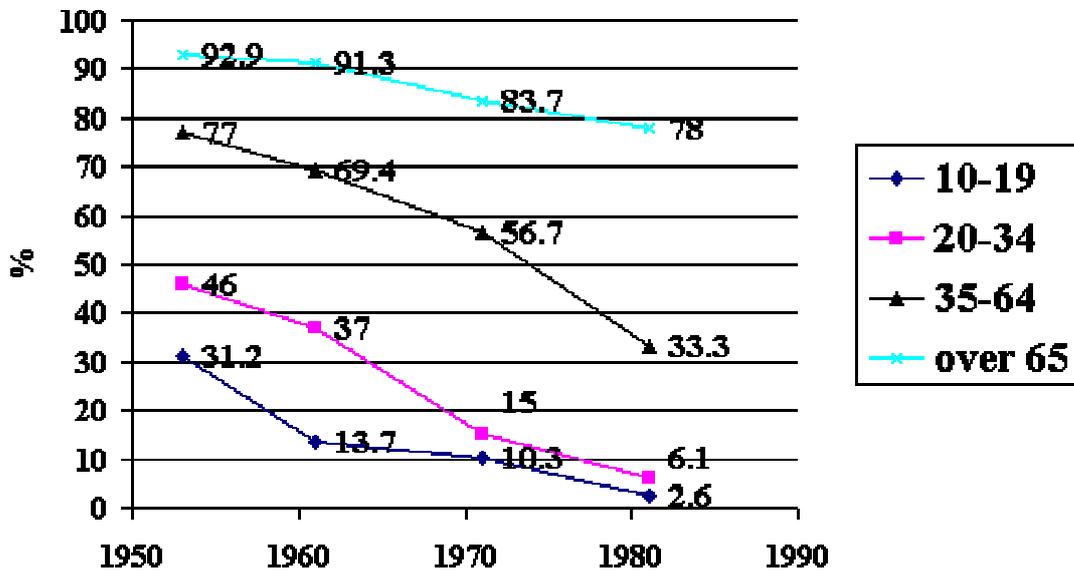


One of the consequences of the low inclusion rate in primary education is the large rate of illiteracy in population over 15 years of age. After the Second World War over 85% of population in Kosovo was illiterate. Literacy courses organized in the period 1945-1950 decreased this number to 54.8% in 1953. Large participation of women in illiterate population is obvious.

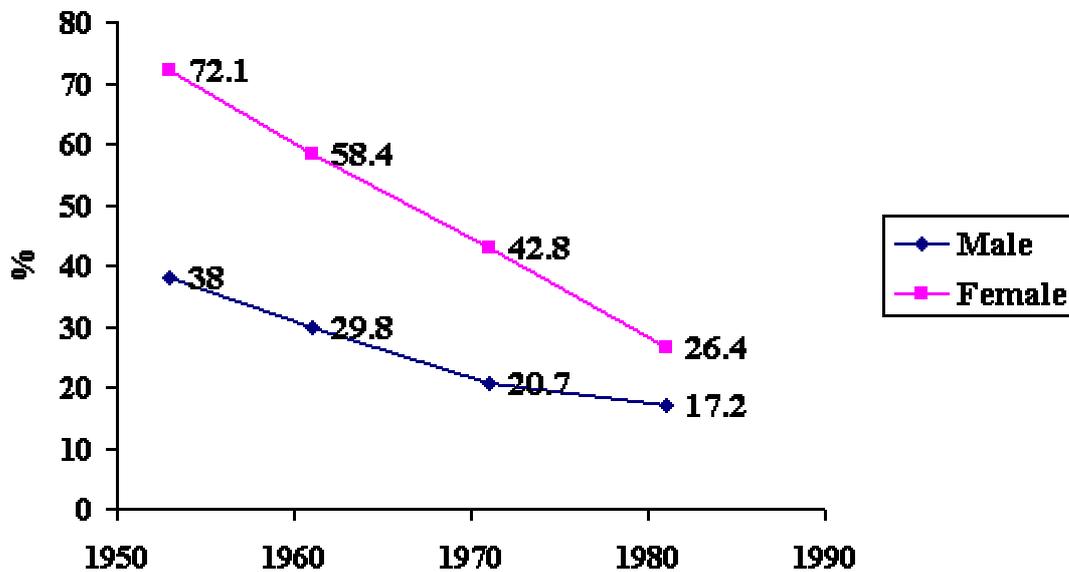
### Illiteracy by years of census



### Illiteracy by age groups



## Illiteracy by years of census and gender



## Secondary education

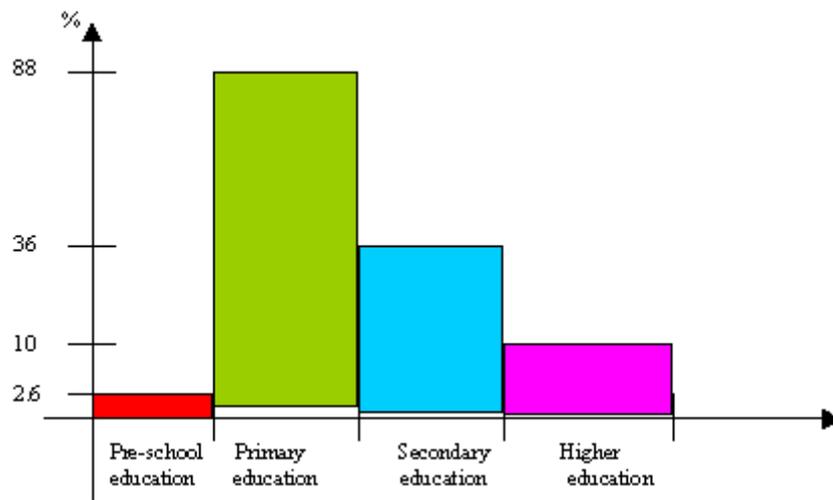
Inclusion in secondary education is very critical issue. Only **36%** of age cohort attends secondary schools. **75%** of primary school leavers enroll in secondary schools, whereas only **55%** of them complete secondary education. The major reasons for low inclusion rate and large drop-out are:

- non-functional network of secondary schools,
- poor working conditions and lack of equipment in vocational schools,
- lack of consultancy for professional orientation.

## Higher education

Inclusion in higher education is **10%** of age group from 19-25. Only 7% of students enrolled in the University of Prishtina complete their studies within the framework of regular duration of studies. Average duration of studies in 4-year university programs is 8 years. This could be due to complex political and economical circumstances, but also to outdated curricula and very traditional teaching methodologies.

Inclusion of generation in various levels of education



## Conclusion

Low rate of inclusion of population in education is not the only weak point of educational system in Kosova, but it is one of the most emerging problems. Improvement of this situation is the only way of integration in global World.