



Kosovo Women's Network
Serving, Protecting and Promoting the Rights of Women and Girls

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Budgeting for Better Education

**A gender analysis of expenditures and services in the
Ministry of Education, Science and Technology**



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Ministry of Education, Science and Technology**

By Donjeta Morina and Nicole Farnsworth

Kosovo Women's Network
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Acronyms

ALMP	Active Labour Market Programme
AVETA	Agency for Vocational Education and Training for Adults
CIEB	Center on International Education Benchmarking
CVETA	Council for Vocational Education and Training for Adults
ECTS	European Credit Transfer and Accumulation System
EPAP	European Partnership Action Plans
ESMI	Education Statistics Information System
GEO	Gender Equality Officer
GRB	Gender Responsive Budgeting
IPA	Instrument for Pre-Accession
ISCED	International Standard Classification of Education
KAA	Kosovo Agency for Accreditation
KCGS	Kosovar Centre for Gender Studies
KWN	Kosovo Women's Network
MEST	Ministry of Education, Science, and Technology
MLSW	Ministry of Labour and Social Welfare
MTEF	Medium Term Expenditure Framework
NQA	National Qualifications Authority
NQF	National Qualification Framework
OECD	Organisation for Economic Co-Operation and Development
PISA	Programme for International Student Assessment
RAE	Roma, Ashkali, and Egyptian
RTK	Radio Television Kosovo
SAA	Stabilisation and Association Agreement
STEM	Science, Technology, Engineering and Math
TIT	Technology of Information and Telecommunication
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Emergency Fund
UNMIK	United Nations Interim Administration Mission in Kosovo
UP	University of Prishtina
UPZ	University of Prizren

Executive Summary

In accordance with the new Law on Gender Equality No. 05/L-020, Kosovo institutions should ensure that all policies, including budgets, involve gender analysis so that they can plan policies according to the potentially differing needs of women, men, girls, and boys. This means that budget organizations need to conduct gender analyses to assess the extent to which their programs have met the needs of diverse women, men, boys, and girls in the past, and then use this information to inform budget planning for the future. Gender analysis may uncover differences between government commitments and actual budget allocations.

This report provides a gender analysis of expenditures and services provided by the Ministry of Education, Science, and Technology (MEST). Some of the main findings and recommendations include:

- Women are underrepresented among MEST employees, particularly at the highest pay level. Men receive 60% of the MEST wages and salaries economic category. When job openings exist, MEST should utilize affirmative actions to recruit and hire the underrepresented gender, ensuring each gender's equal representation at all pay levels in accordance with the Law on Gender Equality. To this end, as an affirmative action, job applicants of the under-represented gender could receive preferential treatment, once minimum mandatory requirements are met.
- Dropout rates for girls and boys differ: 2.9% of boys compared to 1.5% of girls drop out of high school, and more women graduate from university than men. Further research could examine reasons why, towards identifying solutions.
- Due to gender norms, comparatively lower pay, and low university enrolment in education programs, few men teach pre-school. This gender imbalance means that men do not benefit equally from budget allocations to teachers at this level. Further, the lack of male role models likely impacts the quality of teaching for children. Cultural stereotypes of typically male and female jobs are reinforced; young children believe that care professions are inappropriate for men, passing on social norms and stereotypes from generation to generation. Affirmative actions such as earmarking existing scholarships (subsidies) for men to study education could contribute to addressing this issue.
- Kosovo has an insufficient number of affordable pre-schools and day-cares to meet the level of demand and the European Union's (EU) Barcelona Objectives. It also was noted in the EU 2015 Progress Report. This is a major factor negatively impacting women's participation in the labour market. Further, it contributes to non-implementation of the Law on Pre-school Education because the tariff is not always adjusted to parents' salaries as it should be according to the Law. Investing in early education could enhance children's educational performance, create jobs, and enable more women to work, thereby decreasing unemployment. Transferring students to other classes and reallocating resources (e.g., teachers and under-used classrooms) could make more efficient use of existing resources towards addressing these needs.
- Women comprise 38.5% of students in professional schools. Affirmative actions outlined below can increase women's participation.
- A new curriculum for pre-university education is being piloted, but it has not been reviewed from a gender perspective. Before finalizing it, MEST should conduct or contract a gender analysis in accordance with the Law on Gender Equality, ensuring gender considerations in the curriculum.
- Women receive the vast majority of merit-based scholarships (subsidies) offered by Kosovo universities. Research could examine why, so as to identify policy solutions.
- Gender segregation in educational programs exists with men significantly underrepresented in education programs and women underrepresented in computer science, agriculture, business, and geosciences. Universities can earmark existing merit-based scholarships (subsidies) for persons of particular genders to study in programs where they are underrepresented, as an affirmative action in accordance with the Law on Gender Equality.
- Institutes can identify more ways to mainstream gender in programs and projects. This includes tracking whether their expenditures tend to benefit women or men more, and then putting in place policies towards addressing any inequalities identified.

Introduction

Why Gender Responsive Budgeting?

Government budgets may seem to be gender neutral. However, they can impact men, women, girls, and boys differently. Maintaining the false assumption that government budgets and expenditures are always impartial can contribute to sustaining and even reinforcing inequalities. Gender Responsive Budgeting (GRB) is a strategy that attempts to further equality in society by inserting a gender perspective throughout the entire cycle of planning, implementing, monitoring, and evaluating government budgets and economic policies. GRB helps decrease inequalities among diverse men and women, girls, and boys by mainstreaming gender into fiscal policies and budgets. GRB gained attention with the United Nations (UN) Beijing Platform for Action (1995), in which the UN called on governments worldwide to “asses how public expenditures benefited women and to adjust budgets to contribute to gender equality”.¹ It has since been incorporated directly in Kosovo’s applicable legal framework within the Law on Gender Equality (2015), which obliges budget organizations to carry out GRB.²

The budget of an organization, institution, or government reflects the economic and social priorities that each entity has identified. In accordance with the new Law on Gender Equality, Kosovo institutions should ensure that all policies, including budgets, involve gender analysis so that they can be informed by the potentially differing needs of women, men, girls, and boys. This means that budget organizations need to conduct gender analyses to assess the extent to which their programs have met the needs of diverse women, men, boys, and girls in the past, and then use this information to inform budget planning for the future. Gender analysis may uncover differences between commitments and actual budget allocations. Gender analysis may show that budget allocations have had more benefits for one gender than another; or that the expenditures may not have met the most pressing needs of targeted men or women. Such information can be important for planning needs-based budget allocations for the future.

A frequent misconception about GRB is that it aims at dividing the budget equally between men and women. Considering the fact that men and women, boys, and girls have different needs due to their unique socio-economic circumstances, dividing government budgets 50-50 without prior gender analysis could contribute to unfair and inequitable distribution of resources. Rather, GRB involves using gender analysis to assess whether governmental expenditures sufficiently addressed (evaluating prior expenditures) or will address (planning expenditures) the different needs of men, women, boys, and girls.³ A needs-based assessment may reveal that one gender needs more resources than the other, or it may reveal that they require the same amount of resources. Hence, GRB aims to allocate resources according to **diverse beneficiaries’ needs**. While sometimes it may be useful to have specific budget allocations for women only, GRB aims for the entire budget, as well as specific budget lines, to reflect a gender perspective.

Another common misconception about GRB is that it requires additional funds. This is often expressed as a concern by officials seeking to juggle real needs with tight restrictions on the funds available. However, every cent of the budget can be allocated in a gender responsive manner. Gender analysis helps identify how best to spend *the same amount* of funding. There may be no need for increased spending, but rather more effective and efficient budget allocations.

GRB can have many benefits. It can improve good governance and fiscal management by providing more transparent information regarding expenditures and supporting more efficient and

¹ Rhonda Sharp, “Budgeting for equity: Gender budget initiatives within a *framework of performance oriented budgeting*,” United Nations Development Fund for Women (UNIFEM), July 2003, p. 1.

² Assembly of the Republic of Kosovo, Law on Gender Equality No. 05/L-020, 2015, at: <http://abgi.rks-gov.net/Portals/0/LAW%20GENDER%20EQUALITY%20IN%20KOSOVO.pdf>.

³ Debbie Budlender and Guy Hewitt, *Engendering Budgets: A practitioners’ guide to understanding and implementing Gender-responsive Budgets*, London: Commonwealth Secretariat, 2003, p. 5.

effective budget planning. It can facilitate the identification of specific performance indicators that attend to the differing needs of women and men. The most important goal of GRB, however, is furthering gender equality through government revenue collection and spending.

As a gender mainstreaming tool, GRB can be implemented in all sectors, departments, and divisions of government. Integrating GRB in education can help address root causes of systemic inequalities and help further equality among girls and boys, women and men.

Why MEST?

MEST was selected for pilot work in institutionalizing GRB for several reasons. First, education is an important sector through which root inequalities related to gender, class, and/or ethnicity, can be tackled. Integrating GRB in MEST can benefit a wide range of people and decrease systematic inequalities among women and men, girls, and boys. Second, the Ministry has gender disaggregated data available, which enables gender impact analysis. Third and importantly, political support from the Ministry increases the chances that the research recommendations will be used in fulfilling MEST's legal obligations to carry out GRB.

This Report

This report offers a gender impact analysis of MEST services and expenditures in an effort to inform MEST's future budget planning based on evidence from prior expenditures. It begins with a brief introduction to the education system in Kosovo, including the relevant legal and policy framework, considering responsibility sharing between MEST and individual municipalities. It then analyses each department and division, its legal mandate, beneficiaries, and budget from a gender perspective.⁴ The analysis is followed by specific recommendations for making budget allocations more gender responsive. In many instances this will not require any additional resources from the Ministry.

Methodology

The methodology for introducing GRB was originally created in close collaboration with Dr. Elisabeth Klatzer with support from Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ).⁵ Based on KWN's experience piloting this methodology in the Ministry of Labour and Social Welfare (MLSW) and the Municipality of Kamenica, KWN adapted it for use in MEST. The methodology involves conducting a gender analysis to identify potential inequalities in prior expenditures and using the outcomes of the gender analysis to make recommendations for each department and division towards furthering gender equality. These recommendations can inform the Medium Term Expenditure Framework (MTEF) for 2018-2020, the 2017 budget, and the new 2016 – 2018 MEST strategy.

MEST Institutional and Legal Framework

MEST was established in 2002, according to the United Nations Interim Administration Mission in Kosovo (UNMIK) Regulation 11 on the establishment of the Administrative Department for Education and Science.⁶ The main duties and responsibilities of the Ministry include provision of quality education for all women, men, girls, and boys of the Republic of Kosovo. This includes pre-school,

⁴ Analysis is provided for every department and division that provided information. Where such information was not provided following multiple requests, this is noted.

⁵ For more information about this experience and the methodology, see: Farnsworth et al. *A Practical User's Guide Gender Responsive Budgeting at the Central Level*, KWN, 2014: <http://www.womensnetwork.org/documents/2014/128100658219.pdf>.

⁶ UNMIK, *On the establishment of the administrative department of education and science, Regulation 2000/11*, Appendix 6, Prishtina: 1999, at: http://www.unmikonline.org/regulations/2000/re2000_11.htm.

primary, secondary, tertiary education, as well as vocational training and adult education. Further, the Ministry's duties and responsibilities include support for science and technology related research. MEST responsibilities are more specifically regulated by the Regulation on the Areas of Administrative Responsibility of the Office of the Prime Minister and Ministries.⁷

Due to the decentralized nature of the Kosovo education system, responsibilities regarding the provision of education are divided between MEST and municipalities. These responsibilities are regulated via the Law on Education in the Municipalities of the Republic of Kosovo.⁸ Some responsibilities held by municipalities, rather than MEST, include: building educational facilities; student registration and admission related activities; employment procedures in schools; selection of directors and/or deputy directors; paying personnel; implementation of the Rules of Procedure for schools; reporting to MEST; and determining parents' participation fees.⁹ All municipal responsibilities pertaining to wages and salaries of teachers and administrative personnel are funded through the governmental "Specific Grant for Education" provided directly to municipalities as part of their annual budget. A fixed amount for "Goods and Services" and €7 annually per student in Capital Expenditures also is allocated.¹⁰

The education system in Kosovo includes pre-school and pre-university education, higher education, vocational training, and adult education. The different key stages of the education system for pre-university education, outlined in the Kosovo Curriculum Framework, are based on the International Standard Classification of Education (ISCED), as follows:

- Level 0: Pre-primary education (normally ages zero to six)
- Level 1: Primary education, normally from age six
- Level 2: Lower secondary education, usually from age twelve
- Level 3: Upper secondary education, usually from age fifteen
- Level 4: Post-secondary vocational institution, usually from age eighteen. Further, lifelong learning programmes for adults can be set at Levels 3 or 4.¹¹

Higher education is organized as follows:

- Level 1: Three to four years of studies by which the student should reach 180, respectively 240 [European Credit Transfer and Accumulation System] ECTS credits, and obtain a Bachelor Diploma.
- Level 2: After completing the first level, a student can attend one to two year studies by which they have to reach 60, respectively 120 ECTS credits, and obtain a Master Diploma.
- Level 3: Academic and independent scientific research which may lead to obtaining a Doctorate degree.
- Other: Any other post-secondary education for which ECTS credits may be obtained.¹²

⁷ Government of the Republic of Kosovo, Regulation on the Areas of Administrative Responsibility of the Office of the Prime Minister and Ministries, No. 2001/2011, Prishtina: 2011, at: http://www.kryeministri-ks.net/repository/docs/Rregullorja_02-2011-e_miratuar nga_Qeveria-finale.pdf.

⁸ Assembly of the Republic of Kosovo, The Law on Education in the Municipalities of the Republic of Kosovo, Law No. 03/L-068, Prishtina: 2008, at: http://www.masht-gov.net/advCms/documents/2008_03-L068_en.pdf.

⁹ Ibid, Art. 5.

¹⁰ Mustafa, "Criteria for Allocation of Grants from the Central Budget for the Municipalities of Kosovo," *Journal of Knowledge Management, Economics and Information Technology*, 2011, at: www.scientificpapers.org/wp-content/files/1159_Bashkim_Mustafa_Criteria_for_Allocation_of_Grants_from_the_Central_the_Municipalities_in_Kosovo.pdf.

¹¹ MEST, *Curriculum Framework for pre-school, primary, secondary, and post-secondary education*, 2010, at: http://www.masht-gov.net/advCms/documents/KCF_ENG_Public%20Discussion_April2010.pdf; Assembly of the Republic of Kosovo, *The Law on Pre-School Education*, Law No. 02/L-52, Prishtina: 2006, at: http://www.masht-gov.net/advCms/documents/08_2006_02_L52_en.pdf.

Ministerial Priorities

According to the Kosovo Education Strategic Plan 2011-2016, MEST maintains a vision of creating an inclusive education system and providing equal access to quality education. Further, it aims to create a system which delivers life-long learning and skills for advanced knowledge, in line with European societies, and, through job creation, contributes to the long term sustainable development of the Republic of Kosovo.¹³ The Strategic Plan has three purposes:

- 1) To support, coordinate, regulate and promote quality education to all citizens;
- 2) To guide all sub-sectors in their regular medium-term and annual planning and budgeting exercises;
- 3) To provide a basis for coordination and negotiations with government agencies, development partners and other key stakeholders in the education sector so as to define the scope and use of longer-term planning and investments in the education sector captured under a single planning framework and funding envelope.

Gender Impact Analysis of the MEST Budget

This chapter analyses the different departments, divisions, and institutions financed through MEST. The chapter examines on their legal mandates, beneficiaries, budgets, and expenditures. Where possible, it provides a gender impact analysis of their budgets, prior expenditures, activities, and services. Some departments are responsible for drafting, monitoring, or implementing curricula, strategies, and/or policies. For these, the chapter assesses the gender responsiveness of such documents or reports.

MEST's Overall Budget

In 2016, MEST's overall budget was €45,545,415, amounting to 2.71% of the overall Kosovo budget.¹⁴ Graph I compares the MEST budget to that of other ministries.

¹² Assembly of the Republic of Kosovo, The Law on Higher Education in the Republic of Kosovo, No. 04/L-037, Prishtina: 2011, at: http://www.masht-gov.net/advCms/documents/02_Ligji_per_arsimin_e_larte_anglisht.pdf.

¹³ Government of the Republic of Kosovo, *Kosovo Education Strategic Plan 2011-2016*, p. 9, Prishtina: 2011, at: http://www.masht-gov.net/advCms/documents/KESP_2011_2016.pdf.

¹⁴ Assembly of the Republic of Kosovo, Law No. 05/L-071 on budget of Republic of Kosovo for the year 2016, at: <https://mf.rks-gov.net/en-us/Budget/Budget-of-Republic-of-Kosovo/Central-Budget>.

Graph 1. Budget by Ministry and Percentage of Overall Kosovo Budget in 2016

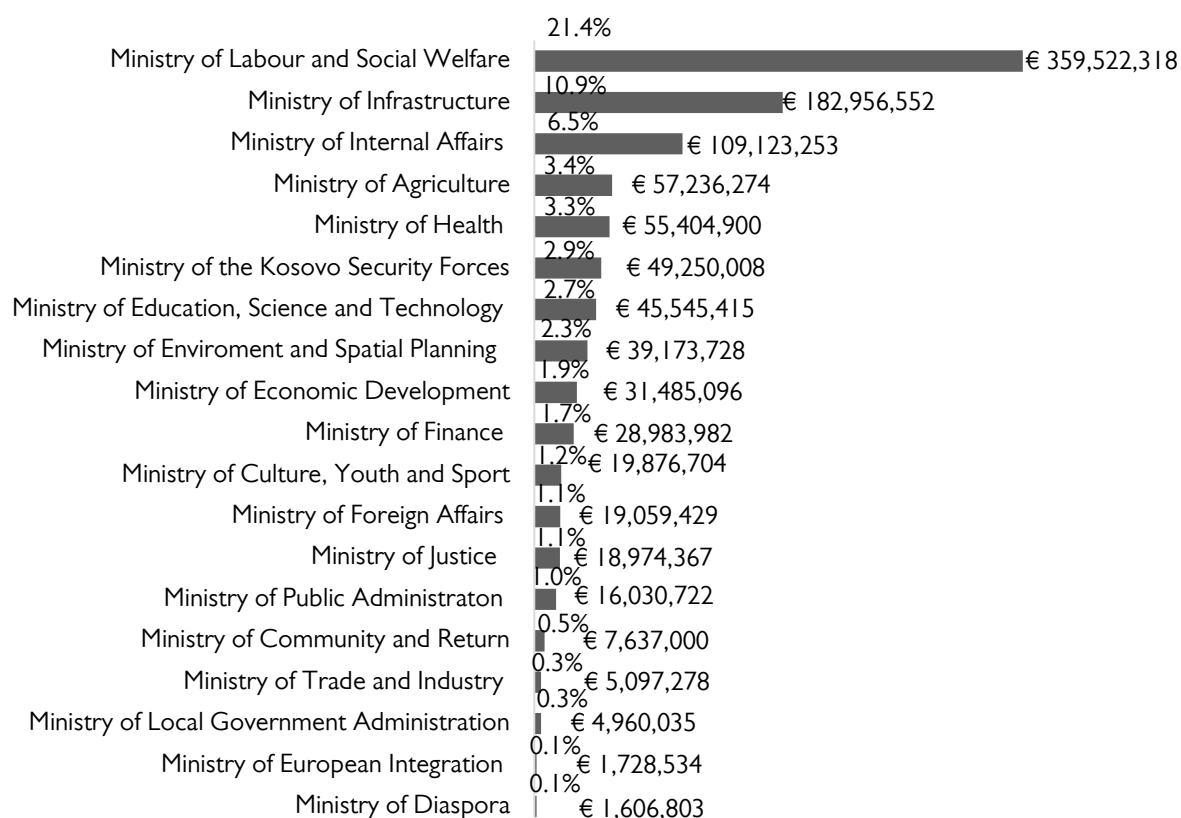


Table 1 illustrates MEST's total budget expenditures by economic category in 2013-2016. It includes the total number of employees in the past three years. From 2013 to 2014, MEST had a 10% increase in its total budget, and its staff increased by 102 employees. However, from 2014 to 2015, the budget decreased by 3.2%. Even so, the Ministry further increased the number of employees (502). In 2016, MEST had a further budgetary decrease of 6%, and a further increase in employees (179). How MEST has managed to increase the number of staff despite the hiring freeze and budget cuts is a point for further investigation.

Year	Employees	Total Budget	Wages and Salaries	Goods and Services	Municipal Expenses	Subsidies and Transfers	Capital Investments
2016	2,065	€45,545,415	€14,939,774	€9,057,453	€1,245,259	€3,821,929	€16,481,000
2015	1,886	€48,672,715	€14,873,430	€9,581,100	€943,259	€4,189,926	€19,085,000
2014	1,384	€50,297,252	€10,089,035	€9,956,656	€1,274,157	€3,977,404	€25,000,000
2013	1,282	€45,705,848	€7,894,360	€8,873,546	€1,204,690	€4,872,252	€22,861,000

Table 2 includes all MEST employees forecasted for 2016, disaggregated by level of pay and gender.¹⁵ Of the 2,010 people employed, 59.1% are men and 40.8% are women. Men are over-represented at all levels of pay. Overall, men are forecasted to receive 60.2% of the MEST wages and salaries economic category, while women will receive only 39.7%.

¹⁵ Some of the salary data presented in this report is based on MEST forecasts for 2016, made in mid-2015. While this data may not be 100% accurate at the time of publishing, MEST officials stated that it is a very close approximation.

Pay level	Total Staff per Pay Level	# and % of Men	Amount Spent on Men	# and % of Women	Amount Spent on Women	Total Amount Spent
201-400	535	346 (64.6%)	€1,980,739.07 (62.9%)	189 (35.3%)	€1,167,451.07 (37.0%)	€3,148,190.14
401-600	934	490 (52.5%)	€3,108,622.22 (55.0%)	444 (47.5%)	€2,538,823.57 (44.9%)	€5,647,445.79
600+	541	353 (65.2%)	€3,280,511.81 (64.3%)	188 (34.7%)	€1,818,121.26 (35.6%)	€5,098,633.07
Total	2,010	1,189 (59.1%)	€8,369,873.10 (60.2%)	821 (40.8%)	€5,524,395.90 (39.7%)	€13,894,269.00

Recommendations

- “Unequal representation” is defined by the Law on Gender Equality as one gender being represented at less than 50% “at any level of decision-making body in political and public life”.¹⁶ Further, the Law stipulates that “Equal gender representation in all legislative, executive and judiciary bodies and other public institutions is achieved at minimum representation of fifty percent (50%) for each gender, including their governing and decision-making bodies.”¹⁷ In accordance with this Law, when job openings exist, KWN recommends that MEST continue increasing the percentage of women employed at every pay level annually until women and men are represented equally (50%). This can be achieved when job openings exist through affirmative actions in hiring procedures, as foreseen by the Law on Gender Equality.

The Minister’s Cabinet

The Minister’s Cabinet is comprised of the Minister, the deputy ministers, political advisors, and supporting personnel.¹⁸ They assist and support the Minister.¹⁹ The budget and number of employees in the Minister’s Cabinet remained similar in 2013-2015 (Table 3). All five advisors to the Minister, including the chief of cabinet who is both the chief and an advisor, are men. There are currently two deputy ministers, one man and one woman.

Year	Employees	Total Budget	Wages and Salaries	Goods and Services	Municipal Expenses	Subsidies and Transfers	Capital Investments
2016	9	€207,767	€110,821	€92,946	€4,000		
2015	8	€208,411	€105,821	€102,590			
2014	9	€204,549	€98,549	€106,000			
2013	9	€209,549	€98,549	€111,000			

¹⁶ Assembly of the Republic of Kosovo, Law 05/L-020 on Gender Equality, Art. 3.1.5.

¹⁷ Ibid. Art. 6.8.

¹⁸ Government of the Republic of Kosovo, Regulation for the internal organization and systematization of working places at the Ministry of Education, Science, and Technology, Regulation No. 39/2013, Prishtina: 2013, at: http://www.kryeministri-ks.net/repository/docs/Rregullore_Nr_39-2013_per_Organizimin_e_Brendshem_dhe_Sistematizimin_e_....pdf.

¹⁹ Government of the Republic of Kosovo, Regulation Nr. 02/2011 on the administrative responsibilities of the Prime Ministers and Minister's Office, 2011, Art. 29, at: <https://mapl.rks-gov.net/getattachment/84dd492a-1e4b-4ef2-aa9b-f1dc0e66c268/Rregullorja-e-Punes-se-Oeverise.aspx>.

Table 4 illustrates that men will receive 86.4% of the wages and salaries economic category allocated to the Minister's Office in 2016, while women will receive 13.9%.

Pay Level	Total Staff per Pay Level	# and % of Men	Amount Spent on Men	# and % of Women	Amount Spent on Women	Total Amount
401-600	5	5 (55.6%)	€21,493.66 (100%)			€21,493.66
600+	4	3 (33.3%)	€72,569.45 (86.1%)	1 (11.1%)	€11,757.89 (13.9%)	€84,327.34
Total	9	8	€94,063.11 (86.4%)	1	€11,757.89 (13.9%)	€105,821.00

Recommendations

- The Minister's office should increase the percentage of women employed at every pay level annually until women and men are represented equally (50%) in accordance with the Law on Gender Equality. This can be achieved when job openings exist through affirmative actions in hiring procedures, as foreseen by the Law on Gender Equality.
- In order to better mainstream gender in the Ministry's work, the Minister's Office should insist on the MEST Gender Equality Officer (GEO) participating in all processes, as well as ensure that all programs and projects undergo gender analysis, involving contracted expertise if necessary.

Department for Pre-University Education Policy

The Department for Pre-University Education Policy offers support and advice to central and local institutions and governments. It proposes, drafts, and ensures the implementation of policy as well as strategy documents in the fields of pre-primary, primary, lower secondary, and upper secondary education, as well as other pre-university educational institutions in Kosovo.²⁰ Another important duty is that it provides advice regarding professional recognition and inter-institutional educational cooperation inside and outside of Kosovo. The Law on Pre-University Education in the Republic of Kosovo regulates pre-university education and training from ISCED levels 0 to 4, defined above. This Department regulates not only children's education at these levels, but also adult compensatory education in ISCED levels 0 to 4. MEST, municipalities, and educational and training institutions share responsibility in providing quality pre-university education.²¹ This should be done while considering international norms of inclusive education, the rights of the child, the protection of vulnerable groups, and the promotion of gender equality.²²

The Ministry has the primary responsibility for planning, setting standards, and quality assurance for pre-university education. The competencies of municipalities are regulated by the Law for Local Government²³ and Law on Education in the Municipalities in Kosovo. According to the Law on Local Government Finance, there are different sources of financing for pre-university education.²⁴

²⁰ Government of the Republic of Kosovo, Regulation for the internal organization and systematization of working places at the Ministry of Education, Science, and Technology, Regulation No. 39/2013.

²¹ Ibid, Art. 3.

²² Ibid, Art. 3.

²³ Assembly of the Republic of Kosovo, The Law on Local Government, Law No. 03/L-40, Prishtina: 2008, at: http://www.assembly-kosova.org/common/docs/ligjet/2008_03-L040_en.pdf.

²⁴ Law 03/L-049 on Local Government Finance and Law No. 03/L-048 on Public Financial Management and Accountability, Art. 28.

The first is the specific grant for education, directly from the central budget of the Republic of Kosovo. A second source is self-revenues generated by educational and training institutions. Municipal grants also can finance pre-university education.²⁵

Of six divisions in this Department, three are led by women and three by men. No gender analysis has informed the policies of the Department, and gender is not actively mainstreamed.²⁶ Experts are not hired to conduct gender analyses or provide recommendations for gender mainstreaming, but Department officials said that women are present in all working groups.

The Department has been drafting a 2015-2019 School Security Strategy. Several experts have been involved in finalizing the draft. However, no gender expertise was involved. The various types of violence that can occur in schools (e.g., physical, verbal, maltreatment, sexual, digital, and emotional violence) can impact girls and boys differently. These forms of violence may be addressed differently considering the potentially differing needs of girls and boys. For example, special attention should be paid to sexual harassment and how it may impact girls and boys differently. This includes both sexual harassment by peers, but also serious address of sexual harassment and abuse perpetrated by teachers.²⁷

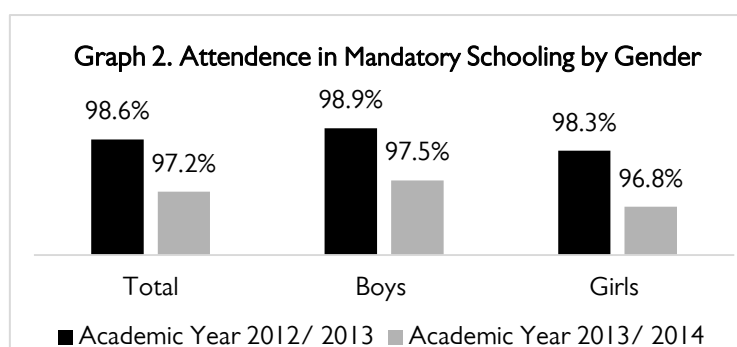
Table 5 shows the total number of employees in the Department for Pre-University Education, as well as the Department's expenditures in different economic categories in 2014-2016.

Year	Employees	Total Budget	Wages and Salaries	Goods and Services	Municipal Expenses	Subsidies and Transfers	Capital Investments
2016	730	€16,039,989	€4,070,404	€1,836,959	€165,623	€497,003	€9,470,000
2015	730	€15,097,901	€4,064,083	€1,737,195	€57,623	€1,000,000	€8,239,000
2014	230	€14,530,778	€1,438,201	€1,752,954	€50,623	€1,000,000	€10,289,000

Pre-University Education Attendance

As Graph 2 illustrates, boys' attendance in mandatory schooling (approximately 98%) has been slightly higher than girls' attendance (approximately 97%).²⁸

With regard to transitioning from primary to lower secondary school, slightly more boys transition than girls (see Graph 3).²⁹ Similarly, while 98.2% of boys transitioned



from lower secondary to upper secondary school in 2013/2014, only 91.2% of girls did (Graph 4).³⁰ However, in the 2013/2014 academic year 98% of girls who began first grade reached fifth grade, compared to 92.2% of boys.³¹ This suggests a higher drop-out rate among boys, during the school

²⁵ Assembly of the Republic of Kosovo, The Law on Public Financial Management and Accountability, Law No. 03/L-48, Prishtina: 2008, at: <http://www.kuvendikosoves.org/common/docs/ligjet/Law%20on%20amend%20of%20the%20law%20on%20public%20fina%20ncial%20management%20and%20accountability.pdf>.

²⁶ KWN interview with Head of Department, April 2015.

²⁷ Recent research by KWN found sexual harassment is widespread among youth and affecting young women more than young men. Approximately 2.4% of Kosovars have had a teacher touch them in a sexual manner (KWN, *Sexual Harassment in Kosovo*, Prishtina: KWN, 2015, p. 30).

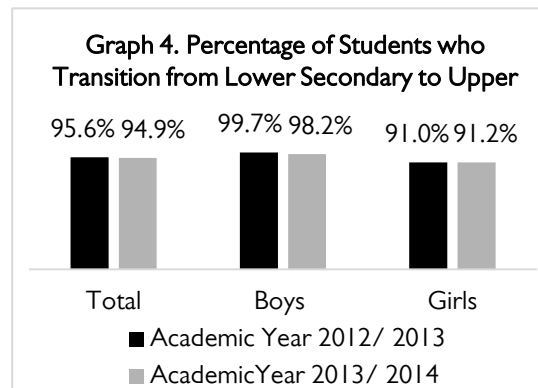
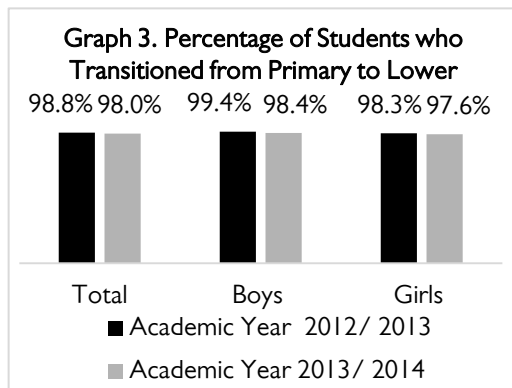
²⁸ MEST, *Annual Statistical Report with Education Indicators, 2014-2015*, 2015, at: <http://masht.rks-gov.net/uploads/2015/12/raport-statistikor-me-tregues-arsimor-2014-15.pdf>.

²⁹ Ibid.

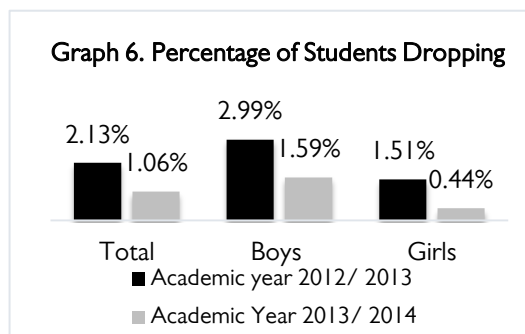
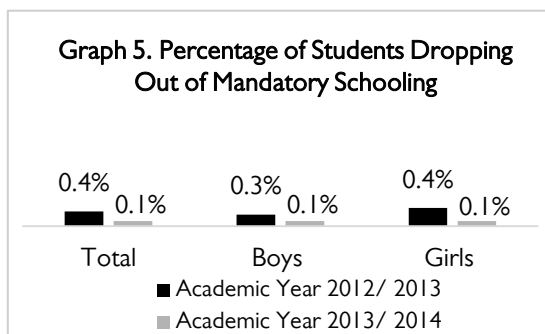
³⁰ Ibid.

³¹ Ibid.

year. Moreover, data suggest that the percentage of boys dropping out has increased in recent years. The percentage of boys reaching fifth grade was 95% in 2012/2013, but only 87.8% in 2014/2015.³²



Graph 5 illustrates the percentage of students dropping out of mandatory schooling. In the 2012/2013 academic year, the percentage of girls dropping out of school was 0.44%, while that of boys was 0.28%. For the 2013/2014 academic year, the percentage was 0.12% for both girls and boys. In 2012/2013, the percentage of girls dropping out of lower secondary school was higher, while in 2013/2014 the percentages were the same for boys and girls. Dropout rates for both girls and boys increase in upper secondary school (Graph 5). However, boys drop out at significantly higher rates than girls.



In conclusion, while primary and lower secondary schooling is mandatory in Kosovo,³³ a considerable number of students still drop out. A strong correlation exists between educational attainment and employment.³⁴ Therefore, ensuring that all Kosovars complete pre-university education is important

³² MEST, Annual Statistical Report with Education Indicators 2012/2013 and 2013/2014, in 2015, at: <https://masht.rks-gov.net/uploads/2015/08/raport-statistikor-me-tregues-arsimore-2012-13-dhe-2013-14.pdf>.

³³ Primary and lower secondary schooling are mandatory, ISCED 1 and 2 (ages 6-14), The Law on Pre-School Education, Law No. 02/L-52, Art. 9, paragraph 2.

³⁴ UNESCO, *Educational Attainment and Employment outcomes: Evidence from 11 developing countries*, Background paper prepared for the Education for All Global Monitoring Report, 2014, at: <http://Edunesdoc.unesco.org/images/0022/002263/226333e.pdf>. Evidence of this correlation has been shown in a myriad of other studies (e.g., Berger and Parkin, "The value of a degree: Education, Employment, and Earnings in Canada," in *The Price of Knowledge, Access and Student Finance in Canada*, Fourth Edition, 2009, at: https://library.carleton.ca/sites/default/files/find/data/surveys/pdf_files/Price-of-Knowledge_4th-edition_2009-11_chapter-1_en.pdf; Day and Newburger, "The Big Payoff: Educational Attainment and Synthetic Estimates of Work-Life Earnings. Special Studies. Current Population Reports", *Bureau of the Census*, 2002, at: <http://files.eric.ed.gov/fulltext/ED467533.pdf>; and Institute of Education Sciences, National Centre for Education Statistics, 2013, at: http://nces.ed.gov/programs/coe/indicator_tba.asp.

for laying the foundation for employment later in life. Further, increasing opportunities for employment (e.g., through education) aligns with the government's aims to decrease unemployment.³⁵

Recommendations

- Involve gender expertise in reviewing the 2015-2019 School Security Strategy from a gender perspective prior to finalizing it. This should include attention to how different forms of violence, especially sexual harassment, affect girls and boys and prevention mechanisms. This would involve the minimal cost of a few working days for a local expert (approximately €300), but could have an extensive positive impact on children. Perhaps a partner of MEST would provide this service free of charge or an interested donor would finance it. Moreover, the implementation of the strategy should be monitored and evaluated annually.
- Conduct a study to understand the potentially different reasons girls and boys leave mandatory schooling at different periods of their lives. This will enable MEST to prepare policies to address girls' and boys' potentially different needs, preventing drop-outs. Such a study could be carried out with minimal to no resources if MEST requires schools to follow-up with children who have discontinued mandatory schooling to identify why. MEST could also cooperate with MLSW and Centres for Social Work (CSW) to follow up on this jointly.
- Involve gender experts and consultations with civil society groups with expertise in gender mainstreaming to review and support the integration of a gender perspective in strategic documents and policies in the Department.

Division for Pre-school Education

The Division for Pre-school Education provides support to institutions towards increasing the inclusion of children at the pre-school level and providing quality pre-school education. It also identifies training needs for teachers at this level, provides recommendations, and drafts training modules. Currently, two women work in this Division.

The Law on Preschool Education regulates institutions that work on early childhood education.³⁶ This includes children until they officially matriculate in primary school. Enrolment is on a voluntary basis. The goals of pre-school education, regulated by this Law, include: encouraging children's skills, capacity, interest, research spirit, imagination, and artistic expression. Moreover, objectives include transferring knowledge in different fields of science and daily life, encouraging children's independence, as well as physical and psychological development.³⁷ The Law specifies that preschool institutions shall teach in the Albanian language, except for regions with mixed populations. In such regions, pre-school education also should be provided in the languages of minority ethnic groups.³⁸

Preschool institutions can provide programs with different lengths from full-time (six to ten hours per day) to part-time (three to six hours). It can be either in the morning or the afternoon. Short-term programs can last between 240 and 600 hours per year.³⁹

Preschool education can be financed by the Kosovo budget; founders of the institution; payments by parents; donations; or other resources.⁴⁰ Parents pay a tariff that covers nutrition and didactical material. The amount of this tariff is regulated by the same Law, determined by the municipality where the parents have permanent residence.⁴¹ The tariff should be based on the income

³⁵ Boosting employment is a crucial part of the new National Development Strategy 2016-2021, at: www.kryeministri-ks.net/repository/docs/National_Development_Strategy_2016-2021_ENG.pdf.

³⁶ Assembly of the Republic of Kosovo, The Law on Pre-School Education, Law No. 02/L-52, Prishtina: 2006, at: http://www.erisee.org/node/downloads/library_kosovo/Law%20On%20Preschool%20Education%20No.02_L-52.pdf.

³⁷ Ibid, Art. 4.

³⁸ Ibid, Art. 5.

³⁹ Ibid, Art. 14.

⁴⁰ Ibid, Art. 18.

⁴¹ Ibid, Art. 24.

of the family, the family members, the family's wealth, and compared with the average salary in Kosovo. Parents on welfare are exempt from paying this tariff, and if more than one child attends preschool education, the tariffs for other children should be reduced.⁴²

However, what the Law states and what happens in practice differ, Division officials said.⁴³ Rather than parents paying tariffs based on the aforementioned factors, all parents tend to pay the same amount based on a municipal standard, officials said.⁴⁴ For example, in Prishtina parents pay €50 per month, regardless of their income. This is due to a lack of space for all children to attend kindergartens and pre-school facilities, officials said. Parents receiving social assistance and women-headed households are exempt from paying fees by Law. However, depending on the Municipality, sometimes only children with both parents employed can attend pre-school education.⁴⁵ According to the Head of this Division, once there is enough space for everyone, perhaps the Law can be implemented. Officials attribute the lack of kindergartens primarily to a lack of funds.

Insufficient Day-cares and Kindergartens in Kosovo

Thus, a key challenge is the lack of public kindergartens and preschool facilities in Kosovo. In the 2012/2013 school year, Kosovo had 42 kindergartens (children ages 0-5) and 846 pre-primary institutions (ages 5-6).⁴⁶ That school year 26,431 children attended. This means that, on average, there were approximately 41 children per school. While the number of children attending increased in 2013/2014, it decreased in 2014/2015 (see Table 6).⁴⁷

The number of children attending private pre-school education has increased slightly over time from 1,614 children in the 2012/2013 academic year to 3,774 in 2014/2015 (see Table 7). During the first two school years, more boys than girls attended, but in 2014/2015 slightly more girls attended. Several private kindergartens exist as well, but they tend to be more expensive, and few parents can afford them, according to Division officials.

Overall, the demand for childcare is much higher than the number of facilities available.⁴⁸ The EU Progress Report for Kosovo in 2015 criticized the low number of day-care facilities, noting that only 4.5% of children attend pre-school education (age 0-5) and 74% of children ages 5-6 attend pre-primary education.⁴⁹ According to the MEST statistical office, only 2.8% of children under age five attended preschool during the 2014/2015 academic year.⁵⁰ Only 29.6% of children between ages three and six (the mandatory school age) attend

Year	Total	# and % of Girls	# and % of Boys
2012/2013	26,431	12,545 (47.5%)	13,886 (52.5%)
2013/2014	26,768	12,933 (48.3%)	13,835 (51.7%)
2014/2015	26,245	12,716 (48.5%)	13,529 (51.6%)

Year	Total	# and % of Girls	# and % of Boys
2012/2013	1,614	767 (47.5%)	847 (52.5%)
2013/2014	1,715	781 (45.5%)	934 (54.5%)
2014/2015	3,774	1,960 (51.9%)	1,814 (48.1%)

⁴² Ibid, Art 24.2

⁴³ Interview with Division representative, April 2015.

⁴⁴ Ibid.

⁴⁵ As of 2014, this rule does not apply to the Municipality of Prishtina anymore, but allegedly to all others (KWN interview with the Head of the Division, April 2015).

⁴⁶ KAS, *Education Statistics 2012-2013*, Prishtina: KAS, 2014.

⁴⁷ MEST, "Statistical Notes", at: <http://masht.rks-gov.net/uploads/2016/01/shenime-statistikore-2015-16-arsimi-parauniversitar.pdf>, p. 3; and KAS, *Education Statistics*, at: https://ask.rks-gov.net/arsimi/publikimet/doc_view/1304-statistikat-e-arsimit-20142015?tmpl=component&format=raw, p. 23.

⁴⁸ KWN interview with Head of Division, April 2015.

⁴⁹ European Commission, *Progress Report on Kosovo*, 2015, at: http://ec.europa.eu/enlargement/pdf/key_documents/2015/20151110_report_kosovo.pdf.

⁵⁰ MEST Statistical Office, at: <http://masht.rks-gov.net/uploads/2015/12/raport-statistikor-me-tregues-arsimor-2014-15.pdf>.

kindergarten. Further, UNICEF has observed that most preschools are located in urban areas. Therefore most rural children have not had access to care and have been “unprepared for primary school.”⁵¹

During the Barcelona Summit in 2002, the European Council set targets to be achieved by EU countries by 2010. These included that at least 90% of children between age three and the mandatory school age would attend day-care, and at least 33% of children under age three would go to kindergarten or day-care.⁵² In order to meet the Barcelona targets, Kosovo needs more kindergartens and day-cares.

Demographic data from the Kosovo Agency for Statistics (KAS) suggests there are approximately 71,700 children in Kosovo ages 0-3.⁵³ In accordance with the Barcelona Objectives, Kosovo should ensure that 23,661 (33%) have access to childcare. KAS data suggest approximately 102,253 children ages 3-6 live in Kosovo. Thus, 85,678 (90%) should have access to care. In total, 109,339 children should have access to care.⁵⁴ Based on the number of children ages 0-6 years who enrolled in an education program during the 2013-2014 school year (21,130), KWN estimated that 88,209 children did not access formal care institutions in accordance with the Barcelona Objectives. Providing day-care facilities for this many children, based on the aforementioned rough average of 41 children per school, would require approximately 2,152 more day care facilities (public or private).

Further, considering that the average ratio of students per teacher for children ages 3-6 is 11,⁵⁵ addressing the need for childcare would require at least 8,019 more teachers. Thus, KWN has estimated that investing in care facilities in accordance with the Barcelona Objectives could create at least 8,019 new jobs. This could contribute an estimated €3 million in new earnings, and taxes paid annually would amount to at least €233,513.⁵⁶ Further, data suggest that the insufficient availability of day-care heavily impacts women’s high unemployment rates (41.6%) and low labour force participation (21.4%).⁵⁷ Data from the 2011 population census show that at least 268,245 women and 5,240 men were not economically active the week before the census *because* they were looking after home or family.⁵⁸ A 2015 household survey by KWN also suggested that care responsibilities at home prevent women from entering the labour force. This was the main reason why most economically inactive women (55.8%) said they were inactive.⁵⁹ Investing in opening more kindergartens and day-cares would thus enable more women who are currently engaged in care activities to look for more formal employment opportunities. Further, studies have shown that there are many advantages for children to attend pre-school education. Among others, it can produce positive lasting effects on a child’s learning and development, as well as long-term improvement in school success.⁶⁰

In an attempt to address the shortage of childcare, the Municipality of Prishtina has begun private-public partnerships, and MEST is encouraging this as a best practice.⁶¹ KWN could not locate an evaluation of how this new program has functioned and its impact; such an analysis could be useful for informing similar programs in other municipalities in the future.

⁵¹ UNICEF, *Education in Emergencies and Post-Crisis Transition*, 2011, p. 4, at: www.educationandtransition.org/wp-content/uploads/2007/04/Kosovo_EEPT_2010_Report.pdf.

⁵² European Commission, *Barcelona Objectives: The development of childcare facilities for young children in Europe with a view to sustainable and inclusive growth*, 2013, at: http://ec.europa.eu/justice/gender-equality/files/documents/130531_barcelona_en.pdf.

⁵³ KWN calculation based on KAS, Birth Statistics, years 2012-2014.

⁵⁴ KWN, *The Care Economy*, Working Paper (unpublished), 2015.

⁵⁵ MEST, *General Standards for preschool Education (3 – 6 years)*, p. 19, 2014..

⁵⁶ KWN, *The Care Economy*.

⁵⁷ Results from the 2014 labour market survey show that women’s unemployment is very high at 41.6%, whereas their labour force participation rate remains low, at 21.4%, at: <https://ask.rks-gov.net/ENG/labour-market/publications>.

⁵⁸ KAS, *Kosovo Population Census*, 2011.

⁵⁹ KWN, *Household Survey on Domestic Violence and Sexual Harassment*, 2015.

⁶⁰ Education Policy Research Unit, *Preschool Education and its Lasting Effects: Research and Policy Implications*, 2008, at: <http://nieer.org/resources/research/PreschoolLastingEffects.pdf>.

⁶¹ KWN interview, 2015.

Gender Bias in the Pre-school Curriculum

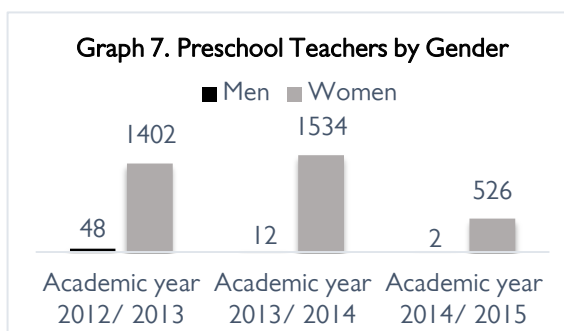
The curricula for 3-6 year olds was published in 2006, and it is currently being reviewed. The review will be based on the new Kosovo Curriculum Framework. As for textbooks and their gender sensitivity, little data exists. Different publishers print books for pre-school education, but the teachers are not obliged to use them. A rapid review by KWN suggests that current books contain several gender stereotypes. If teachers use their own curricula, it is unclear whether gender stereotypes are being reinforced or not.

The Division for pre-school education has created a Training Manual for teachers. It does not contain any specific mention of girls and/or boys because the Division “considers that the development process of children at a young age is not necessarily related to their gender/sex”.⁶² However, officials said that during trainings teachers are encouraged to avoid using gender stereotypes and instructed not to impose particular toys on girls and boys, such as dolls for girls and airplanes for boys.

“The doll is very simple, and only teaches girls very limited skills, which are strictly tied to domestic and care work. On the other hand, the toy airplane can be broken down, put together, and many other functions which encourages logical, mathematical, and spatial skills.”
- Head of Division

Too Few Men Teaching Preschool

As Graph 8 illustrates, men are significantly underrepresented as preschool teachers. In the 2014/2015 academic year, 99.6% of public preschool teachers were women. Men’s underrepresentation in early education can be attributed to many factors, including low pay and stereotypical perceptions that professions involving care work are for women. S.E. Farquhar has outlined four reasons why men are less likely to enter early education as a profession. These include a general fear that men might molest young children; that keeping men out of pre-school education ensures employment possibilities for women; cultural stereotypes about the roles of men and women; and the status of teaching, which is paid less: men tend to seek and enter higher paid positions.⁶³



The gender imbalance among teachers of early education has many negative consequences. First, from a gender responsive budgeting perspective, it contributes to men not benefitting equally from state funding allocated to teachers at this level. Second, the quality of teaching for children could be impacted by the lack of positive male role models.⁶⁴ Third, cultural stereotypes of “typically male” and “typically female” jobs are reinforced; young children begin to believe that care professions are inappropriate for men. The socialization process of passing on social norms and gender stereotypes from one generation to the next continues.

As sections on public universities below illustrate, a challenge to addressing men’s underrepresentation among preschool teachers is men’s under-enrolment in education programs at the tertiary level. Unless more men attend education programs in university, there will not be enough qualified male applicants to fill positions.⁶⁵

The lack of men in preschool education is a challenge worldwide. It is so widespread that the Council of Europe has stated:

⁶² KWN interview, 2015.

⁶³ S-E Farquhar, “Teaching: A women’s only profession?” *New Zealand Annual Review of Education*, 7, 1998, pp. 169-180, at: <http://ojs.victoria.ac.nz/nzaroe/article/view/1162/967>.

⁶⁴ Charlie Owen, *Men’s Work? Changing the Gender Mix of the Child Care and Early Years Workforce*, 2003, at: http://www.koordinatation-maennerinkitas.de/uploads/media/Owen-Charlie-Men_s-Work_02.pdf.

⁶⁵ KWN interview with Head of Division, March 2015.

Increasing the proportion of men in ECEC [Early Childhood Education and Care] is important in order to change attitudes and show that not only women can provide education and care. Having role models of both sexes is positive for children and can help to break gender-stereotyped perceptions. A workplace composed of both sexes contributes to widening children's experience and can also help to reduce gender segregation in the labour market.⁶⁶

In the context of Kosovo's EU Accession, such Council conclusions should be born in mind and steps should be taken towards implementing them in Kosovo.

Recommendations

- Through secondary schools and career counselling, encourage young men to study education in university, so that they can qualify to become preschool teachers. This has no cost.
- Collaborate with universities to install incentives for young men entering a career in early education. This could involve earmarking existing scholarships (subsidies) or providing discounts in tuition for young men studying education as an affirmative action towards increasing the percentage of young men enrolled. If existing scholarship programs are used, this will involve no additional cost.
- Whenever job openings exist, provide guidance that encourages municipalities to hire more men as preschool teachers, utilizing affirmative measures in hiring procedures as foreseen by the Law on Gender Equality. This action has no cost, but will contribute to more balanced expenditures on women and men teachers of preschool education in the long-term.
- Partner with international donors, MLSW active labour market programs, and municipalities, setting aside resources to invest in establishing more day-care centres as public and/or public-private partnerships, as an active labour market measure towards investing in educational performance and creating jobs. Introduce new policies for approval that would provide tax incentives for the opening of private day-cares.
- Encourage municipalities to implement Article 24 of the Law on Pre-School Education, according to which the tariff paid by parents for preschool and kindergartens depends on their salaries; and

Division for the Education of Children with Special Needs

The Division for the Education of Children with Special Needs supports relevant institutions in promoting an inclusive education and equal treatment towards pupils. Further, it monitors and ensures the provision of quality education for children with special needs who are attending state-run resource centres.⁶⁷ Five people work in the Division, including four women and one man. Table 8 shows the budget allocations by economic category allocated to this Division from 2013 to 2016. It illustrates an increase in employees from 2014 to 2015, but an overall decrease in spending.

Year	Employees	Total Budget	Wages and Salaries	Goods and Services	Municipal Expenses	Subsidies and Transfers	Capital Expenditures
2016	208	€1,561,275	€1,166,474	€355,701	€39,100		
2015	208	€1,631,707	€1,200,000	€392,607	€39,100		
2014	197	€1,645,831	€1,177,940	€421,891	€46,000		
2013	273	€1,645,831	€1,177,940	€421,891	€46,000		

⁶⁶ European Council, "Council conclusions on early childhood education and care: providing all our children with the best start for the world of tomorrow 2011/C 175/03," Art. 8, 2011, at: www.eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52011XG0615%2804%29.

⁶⁷ Government of the Republic of Kosovo, Regulation for the internal organization and systematization of working places at the Ministry of Education, Science, and Technology.

Kosovo has five Resource Centres and two special schools. The 206 personnel working in Resource Centres include 65 men (31.5%) and 141 women (68.4%) (Table 9). No employees of Roma, Ashkali, or Egyptian (RAE) ethnicities work in Resource Centres. Of the eight persons with disabilities working in Resource Centres, five are women and three are men.

In the five resource centres, two directors are women and three are men. In both special schools, the directors are women. Table 10 summarizes the number of employees and planned expenditures for 2016 on staff working at different pay levels in the MEST Division for Special Needs and Resource Centres. Overall, men are forecasted to receive 30.8% of the wages and salaries budget of this Division, whereas women will receive 69.2%. While women (28) and men (27) are fairly equally represented at the lowest pay level, women seem to be paid at the higher margins of the lowest pay level as they receive 78.6% of the budget. Women are over-represented at the middle pay level, comprising 79.6% of workers and receiving a similar percentage of expenditures (71.4%). However, men are over-represented at the highest level of pay, set to receive 79.9% of expenditures.

Education	University	100 (49%)
	Upper Secondary	37 (18%)
	Lower Secondary	47 (23%)
	Primary	22 (11%)
	Total	206
Ethnicity	Albanian	175 (85%)
	Serbian	19 (9%)
	Bosnian	3 (1%)
	Turkish	2 (1%)
	Gorani	2 (1%)
	RAE	0 (0%)
	Other	5 (2%)
Gender	Men	65 (32%)
	Women	141 (68%)
Persons with disabilities	Men	3 (38%)
	Women	5 (63%)

Pay Level	Total Staff per Pay Level	# and % of Men	Amount Spent on Men	# and % of Women	Amount Spent on Women	Total Amount
201-400	55	27 (49.1%)	€51,398.82 (21.4%)	28 (50.1%)	€189,101.25 (78.6%)	€240,500.07
401-600	142	29 (20.4%)	€219,797.88 (28.6%)	113 (79.6%)	€548,179.63 (71.4%)	€767,977.51
600+	11	8 (72.7%)	€63,582.99 (79.9%)	3 (27.3%)	€15,973.43 (20.1%)	€79,556.42
Total	208	64 (30.8%)	€334,779.69 (30.8%)	144 (69.2%)	€753,254.31 (69.2%)	€1,088,034.00

As mentioned, salaries for teachers in schools are paid by municipalities, funded by the Special Education Grant; they are not transferred through MEST. Men are clearly under-represented among primary and lower secondary school teachers of special education, comprising only approximately one-fifth of teachers (Table 11). This means that they likely receive a smaller percentage of expenditures. Special measures could be taken to encourage more men to apply as teachers for reasons similar to those discussed in the prior section.

With regard to beneficiaries of special education services, Table 12 suggests that girls with special needs tend not to be enrolled in special education to the same extent as boys. Since 2012, approximately six in every ten students attending primary and lower secondary school special education classes in resource centres were boys.

Year	Total # of Teachers	# and % of Women	# and % of Men
2012/2013	141	110 (78.0%)	31 (22.0%)
2013/2014	131	104 (79.4%)	26 (19.8%)

Year	Total Students	# and % of Girls	# and % of Boys
2012/2013	720	277 (38.5%)	443 (61.5%)
2013/2014	635	259 (40.8%)	376 (59.2%)
2014/2015	445	188 (42.2%)	257 (57.8%)

Recommendations

- This Division, GEOs, and school officials at the municipal level can proactively meet with organizations working with persons with disabilities to encourage parents to enrol children with special needs in schools, focusing particularly on outreach to parents with daughters who have special needs. This activity will have no extra cost and require only minimal time by officials.
- Gradually increase the percentage of men teachers in primary and lower secondary special education by utilizing affirmative measures, as foreseen by the Law on Gender Equality when job openings exist. This will have no additional cost and can contribute to more equitable spending of this Division's budget. As elaborated previously, it may also enhance the quality of education for children with special needs by providing role models of different genders.
- Increase the percentage of women employed at higher levels of pay in this Division by using affirmative measures when job openings exist, as per the Law on Gender Equality.

Division for Private Pre-University Education

This Division regulates private pre-university education in Kosovo. It licenses pre-university private institutions, and it aids in implementing curricula.⁶⁸ Unfortunately, despite multiple requests, this Division did not provide data with regard to the number and percentage of women and men working in the Division or the expenditures on each. Nor was it clear whether any gender assessments have been conducted regarding the gender sensitivity of the curricula.

Division for Communities

The Division for Communities ensures inclusive and quality education for all students of Kosovo, regardless of their ethnic backgrounds. It should identify educational needs of all minority ethnic groups and improve standards of education for different ethnic groups. The Division focuses on Roma, Ashkali, and Egyptian students.⁶⁹ Three women and no men work in this Division.

The Division functions according to the 2009-2015 Strategy for the Integration of Roma, Ashkali and Egyptian Communities in the Republic of Kosovo.⁷⁰ Although gender could be better mainstreamed in this Strategy, it does have some gender perspective. The Strategy identifies issues specific to Roma, Ashkali, and Egyptian women, such as: higher illiteracy rates; double discrimination due to their gender and ethnicity; higher dropout rates; and early marriage. The Division is drafting a new strategy for 2016-2020.

The Division stated that it has taken several affirmative actions to register more young women in schools and public universities, using quotas.⁷¹ It organizes campaigns for Roma, Ashkali, and Egyptian women's education, works closely with parents, and organizes roundtables in targeted municipalities (Prizren, Gjakova, Shtime, Peja, and Podujevo). One campaign at the beginning of the school year, middle, and end costs less than €5,000, according to officials.

During 2014-2015, MEST cooperated with the Roma Education Fund, supported by the Norwegian and Swiss embassies, to offer 500 scholarships. Approximately 282 scholarships (56.4%) were given to men and 218 to women (43.6%) for pre-university education in grades 10 to 12. An additional 33 scholarships enabled students to attend public universities. The success rate of women in education is higher, according to Division officials. It is not difficult to encourage young women to apply for scholarships or to attend education, they said. They believe that affirmative measures for Roma,

⁶⁸ Government of the Republic of Kosovo, Regulation for the internal organization and systematization of working places at the Ministry of Education, Science, and Technology, Regulation No.39/2013.

⁶⁹ Ibid.

⁷⁰ Government of the Republic of Kosovo, *Strategy for the Integration of Roma, Ashkali and Egyptian Communities in the Republic of Kosovo 2009-2015*, 2008, at: http://www.kryeministri-ks.net/zck/repository/docs/Strategy_for_the_Integration_of_Roma_Ashkali_and_Egyptian_communities_2009-2015.pdf.

⁷¹ KWN interview with the Head of the Division, April 2015

Ashkali, and Egyptian women's education have led to a decrease in early marriages and school drop outs.⁷²

An issue that the Division acknowledges is that other minority ethnic groups have been somewhat neglected.⁷³ For example, the Division has paid little attention to Bosnian and Gorani women, especially in Dragash Municipality.

Recommendations

- Ensure that the new Strategy for Roma, Ashkali and Egyptians for 2016-2020 involves a gender impact analysis in accordance with the Law on Gender Equality and that gender is mainstreamed. Include gender disaggregated data as indicators and set aside resources for women and men within the Strategy, as well as for furthering gender equality among Roma, Ashkali, and Egyptians. This can be done by the MEST GEO in close consultation with gender experts at little to no cost.
- Outreach campaigns seem to have focused on girls' inclusion, though boys also should be targeted and encouraged to further their education, using the same resources.
- Conduct more outreach targeting other ethnic groups. Consider including a quota for the number of scholarships that will be given to each ethnic group that is underrepresented in university, informed by a gender analysis of the ethnicities of persons attending.

Division for Vocational and Adult Education

The Division for Vocational and Adult Education regulates all educational facilities that provide adult education or vocational training. The most important duties of this Division include ensuring links between public and private institutions providing adult education and vocational training, as well as monitoring and reporting on the quality of work performed by institutions. This Division differs from the Department for Vocational Training in MLSW, which drafts policies and offers trainings for job seekers and persons without qualifications for securing employment. The MEST Division offers education and vocational training for *all* adults, including "compensatory" education, which is the equivalent of mandatory primary and secondary schooling for adults.

The Law for Vocational Education and Training⁷⁴ regulates the national vocational education and training system according to the needs for economic and social development, including economic and technological changes, labour market demands, and the needs of individuals. The Law regulates institutions that provide vocational education and training.⁷⁵ Curricula are developed in accordance with relevant occupational, education, and qualifications standards, and in harmony with labour market demands.⁷⁶

This Law also sets the responsibilities of the Agency for Vocational Education and Training for Adults (AVETA),⁷⁷ as well as the Council for Vocational Education and Training for Adults (CVETA).⁷⁸ AVETA is responsible for administration and leadership, while CVETA is an advisory body. Currently, AVETA has seven employees with two men, including the Head of the Agency, and five women. CVETA is a council appointed by MEST and MLSW. It has no budget, and it is not functional at present because its mandate has expired.

⁷² KWN interview with the Head of the Division, March 2015.

⁷³ Ibid.

⁷⁴ Assembly of the Republic of Kosovo, Law for Vocational Education and Training, No. 03/L-138, Prishtina: 2013, at: http://www.masht-gov.net/advCms/documents/Ligji_per_ aftesimin_profesional_2013_eng.pdf.

⁷⁵ Ibid, Art. I.

⁷⁶ Ibid, Art. 11.

⁷⁷ Ibid, Art. 13.

⁷⁸ Ibid, Art. 14.

The Law on Adult Education and Training in the Republic of Kosovo regulates adult education.⁷⁹ According to the Law, MEST shall compile programs, qualifications, and modules for adult education and training. Education and training providers must have their programs and modules accredited by the National Qualification Authority and approved by MEST.⁸⁰ According to Article 19, the Budget of the Republic of Kosovo, local budgets, employers, and donors can fund compensatory compulsory education for adults. Municipalities should fund facility maintenance for adult education. Compensatory education for levels I (primary) and II (secondary) is free for beneficiaries. Costs are covered by the municipality.⁸¹

Vocational education programs and training are financed from the Budget of the Republic of Kosovo. Public institutions offering vocational training can secure additional funds through program activities, services, donations, gifts, testaments, and other sources.⁸² While no accurate database of recipients exists at present, the Division is in the process of creating it, including gender disaggregated data.

As Table 13 illustrates, the Division witnessed a sizeable increase in employees between 2014 and 2015, from only six to 495. This resulted from two more competence centres opening: one in Ferizaj on Health Services and one in Prizren on Economics and Tourism. The budget for goods and services also increased.

Year	Employees	Total Budget	Wages and Salaries	Goods and Services	Municipal Expenses	Subsidies and Transfers	Capital Expenditures
2016	495	€3,150,235	€2,713,719	€316,516	€120,000		
2015	495	€3,062,847	€2,855,479	€205,868	€1,500		
2014	6	€49,400	€32,400	€17,000			
2013	6	€50,400	€32,400	€18,000			

Six people work in the Division with an equal balance of women and men. A woman is the Acting Head of the Division. Overall, however, 63.6% of employees are men and 36.4% are women (Table 14). Women are underrepresented at all levels of pay, particularly at the highest level. Thus, men receive 63.6% of the wages and salaries economic category.

Pay level	Total Staff per Pay Level	# and % of Men	Amount Spent on Men	# and % of Women	Amount Spent on Women	Total Amount
201-400	104	80 (76.9%)	€781,500.05 (66.9%)	24 (23.1%)	€386,161.78 (33.1%)	€1,167,661.83
401-600	372	224 (60.2%)	€806,532.74 (58.4%)	148 (39.8%)	€574,844.39 (41.6%)	€1,381,377.13
600+	19	11 (57.9%)	€138,879.30 (84.3%)	8 (42.1%)	€25,800.74 (15.7%)	€164,680.04
Total	495	315 (63.6%)	€1,726,912.09 (63.6%)	180 (36.4%)	€986,806.91 (36.4%)	€2,713,719.00

The curricula for Vocational Training and Adult Education have not been reviewed from a gender perspective. All strategies and policies that led to the curricula were reviewed by the MEST

⁷⁹ Assembly of the Republic of Kosovo, Law on Adult Education and Training in the Republic of Kosovo, No. 04/L-143, Prishtina: 2013, at: http://www.masht.gov.net/advCms/documents/Ligji_per_Arsimin_dhe_Aftesimin_per_te_Rritur_ne_Republiken_e_Kosoves_2013_eng.pdf.

⁸⁰ Ibid, Art. 9.

⁸¹ Ibid, Art. 19.

⁸² Ibid, Art. 33.

GEO or in working groups including women.⁸³ Even so, the inclusion of women in a working group does not ensure that a gender perspective will be included in curricula; this can require additional expertise.

The Division regularly conducts analyses of labour market demands. This year the Division approached various businesses and enterprises to assess demands. The Division cooperates closely with the United Nations Development Programme (UNDP) Active Labour Market Programme (ALMP), which has encouraged a gender perspective. Students are offered internships following trainings and education programmes. Further, the Division has drafted a strategy for the improvement of professional practice.⁸⁴ The strategy briefly presents gender disaggregated data in educational attainment and notes various barriers to women entering vocational training. However, the Logical Framework lacks gender sensitive objectives, activities, and indicators. These could further gender equality by placing stricter requirements on targets to be attained.

As Table 15 illustrates, women hold fewer positions (37.3%) than men in professional schools. Only 40.5% of professional school teachers are women; 22.9% of the administrative personnel are women; and 12.1% of the Helping Personnel are women. Information regarding the amount spent on women and men was unavailable, but this data suggests that more of the wages and salaries economic category has been spent on men than on women.

Teachers		Administrative Personnel			Helping Personnel			Total			
M	W	T	M	W	T	M	W	T	M	W	T
1,979 (59.5%)	1,347 (40.5%)	3,326	151 (77.0%)	45 (22.9%)	196	275 (87.9%)	38 (12.1%)	313	2,405 (62.7%)	1,430 (37.3%)	3,835

Table 16 shows that women comprise 38.6% of students attending public professional schools; 31.2% of students attending private professional schools; and 38.5% of all students in professional schools. This suggests that men may be benefitting from a higher percentage of the expenditures, though this is difficult to estimate precisely without knowing the amount spent on courses with potentially different lengths and themes.

Description	Men	Women	Total
Public	25,758 (61.4%)	16,182 (38.6%)	41,940
Private	347 (68.9%)	157 (31.1%)	504
Total	26,105 (61.5%)	16,339 (38.5%)	42,444

According to officials, the Division attempts to have a gender perspective, attending to women's disadvantaged position in the labour market. The Division and GEO organize "Girl's Day", which encourages girls and women to follow atypical professions. They also organize career orientations for women and men, encouraging both to follow atypical professions.

Recommendations

- Organize outreach campaign targeting women and encouraging them to take advantage of professional schools. This could be carried out at little to no cost using free public service announcements on Radio Television Kosovo (RTK) and cooperation with women-led organizations working with underserved women. Aim to increase the percentage of women in professional schools by 2% annually starting in 2017. With a current baseline of 38.5%, by 2022 it can reach 49%.

⁸³ KWN interview with Head of Division, April 2015.

⁸⁴ MEST, *Strategy for the improvement of professional practice in Kosovo 2013, 2020*, at: <http://masht.rks.gov.net/uploads/2015/05/a-strategjia-e-pp-ne-kosove-2013-2020-shqip.pdf>.

⁸⁵ Source: Statistics Department at MEST.

- Include as a performance indicator: increase the percentage of women employed in professional schools when job openings exist until the percentage of women and men nears 50% in accordance with the Law on Gender Equality. Use affirmative actions to achieve this.
- Review the MEST Strategy for the Improvement of Professional Practice from a gender perspective. Add gender sensitive objectives, activities, and indicators to the Logical Framework, ensuring that they are accompanied by clear budget allocations, where relevant.

Department for the Development of Pre-University Education

This Department works towards ensuring the execution of pre-primary, primary, lower secondary, and upper secondary education. It provides support to institutions and facilities at these levels of education, and it drafts curricula. In 2011, the Department approved new curricula, financed by the Ministry and partners, which are being piloted in 92 Kosovo schools.⁸⁶ The Department, representatives from various schools, and experts created the curricula.

Department representatives noted that the new Curriculum Framework contains non-discrimination principles.⁸⁷ However, no gender expert reviewed curricula, and the Framework lacks a gender perspective. It does not assess the differential impact the Framework may have on young women and men, as it should in accordance with the Law on Gender Equality. Nor has the Department monitored the gender of authors writing textbooks, though officials said there was a lack of women authors.⁸⁸

The Department has additional divisions, discussed in the following sections. No information was provided regarding the Department's budget expenditures by gender.

Recommendations

- Create a simple Excel database of past and present authors by gender to inform affirmative actions in the recruitment of authors for future textbooks. If Department staff carry out this task it will have no cost.
- In drafting new curricula, for all author openings, encourage women authors to apply via job announcements and use affirmative actions for engaging more women authors in accordance with the Law on Gender Equality.
- Involve the GEO and contract a review of the Curricula Framework from a gender perspective, mainstreaming gender within it. This likely would cost a few hundred euros for the gender expert.

Division for Curricula and School Textbooks

The Division is responsible for developing and assisting with the implementation of curricula for all levels of pre-university education. It offers trainings for teachers on curricula. The Law on Publishing School Textbooks, Educational Teaching Resources, Reading Materials, and Pedagogical Documentation defines the principles and norms for textbooks, educational teaching resources, reading material, and pedagogical documentation.⁸⁹ Moreover, it defines the duties and rights of

⁸⁶ Serbian regions are not included.

⁸⁷ MEST, Pre-University Curriculum Framework of the Republic of Kosovo, 2011, at: http://www.masht.gov.net/advCms/documents/Korniza_e_kurrikules11.pdf.

⁸⁸ KWN interview, 2015.

⁸⁹ Assembly of the Republic of Kosovo, The Law on Publishing School Textbooks, Educational Teaching Resources, Reading Materials, and Pedagogical Documentation, No. 02/L-67, Prishtina: 2006, at: http://www.masht.gov.net/advCms/documents/01_LIGJIM_1.pdf

authors and publishers.⁹⁰ The Council on Programs and School Textbooks Experts at MEST supervises the drafting and publishing of textbooks and other educational resources.

MEST only allocates funds for the goods and services economic category to this Division (Table 17).

All school textbooks, educational teaching resources, reading material, and pedagogical documentation must meet standards set by the educational curriculum. They may not “make propaganda against Kosovo, violate human rights and gender equality, and incite political, national, or religious hatred”.⁹¹ MEST must annually publish and distribute a textbook catalogue containing school type, grade, names of authors, titles, subject, and the grade for which it is approved, publisher, and selling price.⁹² The Division does not have a catalogue of textbooks, but officials stated that the three publishing houses have them: Libri Shkollor, Dukagjini, and Albasi.

Six people work in the Division, including three men (one heads the Division) and three women. The Division has set Standards for Textbooks.⁹³ The standards have a gender perspective and gender disaggregated indicators. Further, Standard 11 focuses on Gender Equality exclusively, stating that all textbooks should generally contribute towards educating children on gender equality and on avoiding discrimination based on gender, as well as gender stereotypes and gender roles. This can be achieved through textbooks of certain subjects (such as reading books, ethics and history books, and social sciences); and through choosing the appropriate reading material, questions, and homework. All textbooks should use gender sensitive language, including both masculine and feminine forms of language; gender sensitive illustrations and homework; an equal representation of men and women; and avoid using traditionally stereotypical roles.⁹⁴

No in-depth gender analysis of school textbooks has been conducted since 2007. In 2007, the Kosovar Centre for Gender Studies (KCGS) conducted a gender audit of all primary school text textbooks.⁹⁵ KCGS found that the vast majority of authors were men (74%). The study had other concerning findings, such as men and women are portrayed in stereotypical professions. No known such study has been conducted since then.

Recommendations

- Review all new textbooks from a gender perspective to ensure they fulfil Standards for Textbooks in close consultation with the GEO. Budget to contract gender experts to review textbooks if possible.
- Establish and promote in schools mechanisms for reporting if textbooks do not meet Standards related to gender equality so that they can be reviewed and revised. For example, a free of charge email could be created, advertised, checked, and responded to regularly by a member of this Division.

Division for Monitoring, Evaluation, and Standards

The Division for Monitoring, Evaluation, and Standards proposes, drafts, and ensures the implementation of curricula on pre-primary, primary, lower secondary, and upper secondary education. It offers advice on recognition and incentive links with national and international educational institutions. The Division also drafts curricula for all levels of pre-university education and provides support for teacher licensing and certification. It conducts the evaluation of ninth grade educational attainment, the national evaluation for Pisa, the fifth grade evaluation, and the evaluation of children

Year	Goods and Services
2015	€296,274.00
2014	€221,489.00
2013	€247,723.00

⁹⁰ Ibid, Art. 2.

⁹¹ Ibid, Art. 3.

⁹² Ibid, Art. 12.

⁹³ MEST, Standards for School Textbooks, at: http://www.masht-gov.net/advCms/documents/standardet_e_teksteve.pdf.

⁹⁴ Ibid, p. 22.

⁹⁵ KCGS, *Gender Audit of the Education System*, Prishtina: KCGS, 2007, at: www.kgscenter.net/wp-content/uploads/2015/07/3.-Research-Publication-“Gender-Audit-of-the-Education-System”.pdf.

with special needs. It also is responsible for conducting the national Matura test. The Division had seven employees in 2014, including four women and three men. KWN could not find the budget for this Division for 2016.

Division for the Professional Development of Teachers

The Division for the Professional Development of Teachers proposes budgetary programs for teachers' professional development and licensing. It also provides professional development training and accredits training programs. Further, it coordinates training programs from the central to the local level. Four people worked for the Division in 2015: three women including the Head of the Division and one man.

Year	Total Budget	Goods and Services	Municipal Expenses
2016	€660,291	€657,291	€3,000
2015	€728,383	€724,383	€4,000
2014	€861,195	€861,195	
2013	€935,745	€935,745	

The teachers trained include all teachers from the 92 schools in which the new Curriculum Framework is being piloted. No trainings focus on gender or gender equality. While the Division does not disaggregate the number of teachers trained by gender, all teachers in the targeted 92 schools were trained.⁹⁶ Since more women than men are involved in pre-university teaching, more women probably were trained. Therefore, it can be hypothesized that more women than men were immediate beneficiaries of these expenditures. However, better tracking of participants is needed for more accurate estimates. If teachers' new skills were used and passed on to children, girls and boys likely benefitted almost equally from these expenditures as secondary beneficiaries as they attend education at similar rates.

Recommendations

- Use participant lists to document and then track in an electronic database the number of women and men attending training to provide gender disaggregated data in accordance with the Law on Gender Equality and to better inform gender responsive budgeting.
- Ensure that training for teachers includes training specifically on gender, gender roles, and gender equality. This should include examples and techniques for undoing gender stereotypes in the classroom, as well as for teaching the curricula on sexual education.⁹⁷

Higher Education Department

The Higher Education Department regulates public higher education in the Republic of Kosovo. It proposes, drafts, and ensures the implementation of policy, strategy documents, and legislation in the field of higher education. It should propose programs of study following research on labour market needs. It also provides support in creating scholarship funds. The Law on Higher Education in the Republic of Kosovo regulates the functioning, financing, and provision of higher education.⁹⁸ This should comply with European standards of higher education. The Law specifies that higher education is carried out by licensed providers and should be accessible to all persons inside and outside Kosovo. There should be no direct or indirect discrimination on grounds of sex, race, sexual

⁹⁶ The cost for organizing a one-day training for 30 people is approximately €430, including the costs of the trainer (€50), food (€5x30) and goods (€20-30).

⁹⁷ KWN's member organizations located in several municipalities, as well as young women from various municipalities have informed KWN that several teachers are not teaching the approved curricula related to sexual education because they are embarrassed to talk about it. Training should be offered to ensure teachers are comfortable and well-equipped to teach this important subject.

⁹⁸ Assembly of the Republic of Kosovo, The Law on Higher Education in the Republic of Kosovo, No. 04/L-037, Prishtina: 2011, at: http://www.masht.gov.net/advCms/documents/02_Ligji_per_arsimin_e_larte_anglisht.pdf.

orientation, disability, language, religion, nationality, or origin. Nor should there be any age limit. Higher education can be attended full or part time.⁹⁹ The Law outlines the competencies and responsibilities of MEST, such as: collaborating with higher education institutions to develop higher education; allocating funds to higher education providers for teaching and research and monitoring expenditure of these funds; suggesting student financial aid schemes; promoting equal opportunities in access and admission to higher education; promoting networking between higher education providers in Kosovo, the region, and beyond; and licensing private providers of higher education.¹⁰⁰

Higher education can receive funding from: allocations by the Ministry; tuition and fees paid by students; payment for commercial services; donations; and contracts with national, international, public, or private bodies.¹⁰¹ MEST should prescribe the maximum tuition fees payable by students in an annual administrative instruction. Fees can be set to different levels depending on whether students live in Kosovo or abroad; and can differ for programs of study.¹⁰² MEST can issue a sub-legal act to establish scholarships or financial aid schemes for students.¹⁰³ Public providers of higher education also can create scholarships or financial aid schemes with funds other than those provided by public sources.

Despite KWN's several attempts, this Department did not respond to requests for information or meetings to discuss how they have included a gender perspective in their work. This may have been due in part to the several changes in the Department's leadership in 2015. While KWN tried to meet with the different divisions of the department including the Division for Development and Quality in Higher Education, Division for Recognition and Equivalence, and Division for International Cooperation in Education and Science, none were available following multiple attempts. Thus no further information regarding their work is available.

Year	Employees	Total Budget	Wages and Salaries	Goods and Services	Municipal Expenses	Subsidies and Transfers	Capital Expenditures
2016	1,074	€20,427,519	€9,092,522	€4,936,953	€1,021,566	€2,365,478	€3,011,000
2015	924	€19,809,126	€8,916,218	€5,234,864	€831,566	€2,230,478	€2,596,000
2014	934	€15,485,149	€7,478,149	€5,265,213	€1,136,787	€55,000	€1,550,000
2013	649	€10,951,522	€4,878,149	€4,119,25	€949,120	€5,000	€1,000,000

Examining enrolment and graduation rates of women and men in university can shed light on who benefits from higher education programming in Kosovo. For example, in Prizren in the academic year 2014/2015,¹⁰⁴ 52% of registered students were women and 47.9% were men. However, 64.5% of graduates were women. In the last three academic years, the University of Prishtina also has had more women graduates (57%) than men.¹⁰⁵ Although the University of Prishtina is a different budget organization with a separate budget from MEST's, this information is useful because it suggests that overall women tend to graduate from university at higher rates than men.

Recommendations

- Consider installing short-term affirmative actions based on the Law on Gender Equality that would encourage, for example, more men to attend education courses and more women to attend courses in the agriculture, business, etc. (see below), towards furthering gender equality within these occupations and eventually in the labour force. This could involve introducing and/or

⁹⁹ Ibid, Art. 5.

¹⁰⁰ Ibid, Art. 6.

¹⁰¹ Ibid, Art. 20.

¹⁰² Ibid, Art. 30.

¹⁰³ Ibid, Art. 32.

¹⁰⁴ KAS, Education Statistics at: <https://ask.rks-gov.net/arsimi/publikimet> Data was unavailable for other years.

¹⁰⁵ KAS, Education Statistics 2012/2013, 2013/2014, and 2014/2015, at: <https://ask.rks-gov.net/arsimi/publikimet>. See Annex I. Data was unavailable for other universities.

earmarking existing scholarships (subsidies) for women and men underrepresented in specific fields.

- Encourage universities to put in place clearer policies against sexual harassment and enforcement mechanisms.

Department for Science and Technology

The Department for Science and Technology regulates scientific and technological research in Kosovo. It drafts and ensures the implementation of policy and strategy documents, as well as legislation regarding scientific and technological development. It provides support in enhancing the quality of infrastructure, planning, and developing distance learning programs.

The Law on Scientific Research Activities regulates the establishment, activity, organization, governance, rights, and obligations of scientific workers and researchers.¹⁰⁶ The Law specifies that scientific research bodies include the Academy of Sciences and Arts of Kosovo; universities; the Albanological Institute; the Institute of History; and other scientific research and higher education institutions.¹⁰⁷ Funding for scientific research can be provided by the Kosovo budget; funds, foundations, and donations; means that are realized by the scientific research institution; and other legal resources.¹⁰⁸ The Government of the Republic of Kosovo is supposed to allocate 0.7% of the annual budget towards scientific research. Funding can be spent on but not necessarily limited to: research, development, and innovation; creating, developing, and maintaining scientific infrastructure; systematic preservation; developing human resources in science and research; feasibility studies; and technological transfer.¹⁰⁹

Five people work in the Department: three women and two men, including the Head of the Department.

Department representatives stated that the government has not given 0.7% of its budget towards research, due to budget issues. From its current budget of €570,000, €100,000 supports research projects, €100,000 publications, €100,000 doctorate grants, €100,000 “mobilities”, and remaining funds support the organization of conferences.¹¹⁰ Further details regarding the economic categories of the budget were unavailable.

The Department has five general areas of scientific research: medical sciences, linguistic and cultural, historical, food security, agricultural, energy, and environment. They have two strategies: the National Program on Science and the National Strategy on Innovation. The National Strategy on Science ended in 2015 and the new strategy for 2015-2020 seems not to have received government approval yet.

Despite multiple requests, the Department did not provide gender disaggregated data regarding grants, publications, and recipients of doctoral funds.

Recommendations

- Establish an Excel database to track the number of recipients of scientific grants, their gender, the theme, and the amount of grants given each year. This will involve no extra cost, only minimal human resources.

¹⁰⁶ Assembly of the Republic of Kosovo, Law on Scientific Research Activities, No. 04/L-135, Prishtina: 2013, at: http://www.masht-gov.net/advCms/documents/Ligji_per_veprintari_kerkimore_shkencore_2013_eng.pdf.

¹⁰⁷ Ibid, Art. 7.

¹⁰⁸ Ibid, Art. 47.

¹⁰⁹ Ibid, Art. 5.

¹¹⁰ KWN interview, April 2015.

- Involve the MEST GEO and gender experts in reviewing the new National Strategy on Science from a gender perspective, towards ensuring gender is integrated within the document. This does not necessarily require any additional cost for the Ministry.

Department for Infrastructure and School Buildings

The Department for Infrastructure and School Buildings supports the implementation of quality standards on conditions of real estate, school buildings, and facilities. The Department and its divisions create norms and standards for educational facilities and objects. The Department also plans investments on all levels. Whenever they assess that a certain region has a need for a school building, they initiate the process of building one. Seven people work in this Department in two divisions: two women, including the Head of the Department, and five men.

Department representatives expressed concern about the lack of funds for school buildings in general, including pre-school facilities. The demand for creating more objects (especially for pre-school) is continuously increasing. Kosovo lacks school buildings. Further, existing schools face infrastructure problems, such as adequate heating and cooling systems and inappropriate sanitation and hygiene conditions in restrooms.¹¹¹ Poor learning environments may undermine students' ability to learn.

All funding for school buildings goes towards mandatory expenditures, such as mandatory primary and secondary education. Since pre-school education is not compulsory, it never receives a sufficient budget. Department representatives report that donor funding for such investments also has decreased in recent years.

Table 20 summarizes the average number of students per school building in each municipality by grade level. The size of buildings can differ, impacting the number of students who can attend. However, KWN could not locate information regarding the meters squared of each facility in order to estimate the meters squared per student. Such information could facilitate the identification of schools where overcrowding exists, as well as locations where buildings are under-used. This perhaps could enable the Ministry to plan more efficiently, such as how underused buildings could perhaps be put to use for other purposes (e.g., preschool education). Reviewing the space available also can help identify locations where no educational opportunities exist at particular grade levels. For example, Table 20 suggests that no public pre-school education is available in Decan, Dragash, Kacanik, Leposavic, Novo Berdo, Prizren, Shtime, Shterpce, Zubin Potok, Zvecan, Malisheva, Junik, Mamushe, Hani i Elezit, Gracanica, Ranillug, Partesh, Kllkot, or North Mitrovica. Most Serb majority municipalities seem to have fewer educational facilities available at all educational levels.

¹¹¹ KWN interview with the Head of the Department, 2015.

Table 20. Average Students per Public School Building by Municipality and Grade Level in 2015 ¹¹²				
Municipality	Pre-School Students (age 0-5) ¹¹³	Primary and Lower Secondary (6-15)	Upper Secondary (15-19)	
Decan	0	225	506	
Gjakova	39	269	507	
Glogovac	43	288	1411	
Gjilan	85	327	537	
Dragash	0	114	588	
Istog	41	236	637	
Kacanik	0	212	706	
Klina	86	262	875	
Fushe Kosove	151	414	472	
Kamenica	81	130	494	
Mitrovica	253	304	855	
Leposaviq	0	29	0	
Lipjan	70	197	676	
Novo Brdo	0	67	27	
Obilic	80	220	331	
Rahovec	42	266	600	
Peja	173	344	816	
Podujevo	67	275	995	
Prishtina	162	527	946	
Prizren	0	342	595	
Skenderaj	80	232	644	
Stimlje	0	293	1409	
Shterpce	0	113	167	
Suva Reka	49	236	967	
Ferizaj	174	345	761	
Viti	55	219	600	
Vushtrri	115	246	1121	
Zubin Potok	0	116	0	
Zvecan	0	17	0	
Malisheve	0	278	1035	
Junik	0	605	229	
Mamusha	0	753	205	
Hani i Elezit	0	186	373	
Gracanice	0	0	0	
Ranilug	0	0	73	
Partesh	0	0	0	
Klokot	0	151	0	
North Mitrovica	0	0	0	

Another suggestive indicator of overcrowding and/or underused teaching facilities is the number of students per teacher. Setting standards regarding the minimum and maximum number of students per teacher substantially impacts the allocation of resources for education because it impacts the wages and salaries expenditure category for teachers. Further, efficient use of teachers must be balanced with the quality of education provided to students. In order to determine whether inefficiencies exist in expenditures on teachers, such as resulting from too small of class sizes, optimum minimum and maximum class sizes must be set. The ability of the given infrastructure to handle the class size also must be considered.

¹¹² KWN calculations based on KAS, *Education Statistics 2014/2015*, at: https://ask.rks.gov.net/arsimi/publikimet/doc_view/1304-statistikat-e-arsimit-20142015?tmpl=component&format=raw.

¹¹³ Information on pre-primary schools was unavailable.

Table 21. Student/Teacher Ratio		
Preschool Education		
Year Old	Min. Student/Teacher Ratio Accepted	Max Student/Teacher Ratio Accepted
Under 1 year	4	5
1 to 2	6	7
2 to 3	7	8
3 to 4	10	11
4 to 5	11	12
5 to 6	12	13
Compulsory Education (1-9) and Higher Secondary Education (10-13)		
Grade Level	Student/Teacher Ratio for Majority Community	Student/Teacher Ratio for Minority Community
1 to 5	21.3	
6 to 9	21.3	14.2
10 to 12	21.3	14.2
Students of Mountain Zones (≥ 700 Meters above Sea Level)		
	14.3	14.2
Vocational Education		
Grade Level	Student/Teacher Ratio for Majority Community	Student/Teacher Ratio for Minority Community
10 to 12	17.2	11.5

Currently, there is an administrative instruction dictating the minimum and maximum number of students at different grade levels in Kosovo, as well as the appropriate student-teacher ratio.¹¹⁴ Table 21 depicts the suggested minimum and maximum number of students per teacher in preschool education, which varies depending on children's ages. For compulsory education and higher secondary education, the student/teacher ratio for "majority communities" should be 21.3 for primary, lower secondary, and higher secondary school. It should be 14.2 students per teacher for "minority communities" and 14.3 students in Mountain Zones. When it comes to vocational training for grade levels 10 to 12, the recommended student-teacher ratio is 17.2 for majority communities, and 11.5 for minority communities. The maximum student/teacher ratio allowed is 42 students per teacher. This is not a suggested ratio, but rather the maximum ratio possible, reserved for cases when MEST is experimenting with new curricula or new teaching methods.

Table 22 shows the maximum and minimum number of students in different grade levels. The suggested minimum number of students for primary school is 30, and 32 for lower and upper secondary school. The maximum is 35 students per class for all grade levels.

Table 22. Number of Students per Classroom ¹¹⁵		
Compulsory Education (1-9) and High Secondary Education (10-13)		
Grade Level	Min Nr. of Students per Classroom	Max Nr. of Students per Classroom
1 to 5	30	35
6 to 9	32	35
10 to 12	32	35
Vocational Education		
	Min Nr. of Students per Classroom	Max Nr. of Students per Classroom
Theoretical Learning	32	35
Practical Learning	16	19
Vocational-Artistic Schools	15	

The Organisation for Economic Co-Operation and Development (OECD) has reported that little evidence

¹¹⁴ Office of the Prime Minister of Kosovo, Administrative Instruction 22/2013 on the maximum number of students per class, and the report teacher-student, 2013, at: <http://masht.rks-gov.net/uploads/2015/05/22-2013-ua.pdf>.

¹¹⁵ If one child/student with special educational needs is in these age groups or grade levels, then there should be two fewer students than the maximum number of children/students. The maximum number of children/students with special educational needs is three in one group/class.

exists that class size impacts student performance.¹¹⁶ However, perhaps it is telling that “top performing” countries on the OECD Programme for International Student Assessment (PISA) assessment tend to have class sizes ranging from 10 to 18 students (see Table 23). In OECD countries, the average class size is 21 students for primary education, 24 students for lower secondary education, and approximately 25 students for upper secondary education, though class sizes vary substantially.¹¹⁷ Thus, perhaps it could be estimated that in balancing efficient use of resources (teachers and classrooms) and quality of education, Kosovo should aim to have class sizes ranging from a minimum of 10 to a maximum of 24 students in primary education and a maximum of 25 students in secondary education. Thus, top performing schools tend to have 10 fewer students than the maximum number of students per teacher allowed in Kosovo (35). Perhaps Kosovo could consider that in classes with fewer than 10 children or more than 24-25 children, respectively, children could be sent to the nearest available class, using free transport. This would free classrooms and teachers for other purposes, discussed below.

Table 23. Class Sizes in 2013 in OECD “Top Performing” Countries

Country	Primary Education	Secondary Education
Finland	13	13
Japan	17	12
Poland	10	10
Estonia	11	8
Hong Kong	14	14
South Korea	18	16
Neighboring Countries (not top performers)		
Albania	19	15
Serbia	15	9
OECD	21	24

Table 24 shows the student per teacher ratio in different grade levels in public institutions in Kosovo for the 2014-2015 academic year. Classes that are too large are marked with a black background, whereas classes that are too small, from which students could be relocated, have a grey background. For example, in Prishtina, on average, primary and lower secondary teachers have 76 students, which suggests significant overcrowding. Overcrowding also seems to exist in the upper secondary school in Mamushe and primary and lower secondary schools in Prizren.

In other instances, some classrooms have teachers but no students. For example, in 2015, Kaçanik reportedly had six teachers at the preschool level (ages 0-5), but no students.¹¹⁸ Similarly, Shtime and Mamushe each had three teachers, but no students. In contrast, as suggested by Table 24, some municipalities like Zubin Potok, Zvecan, Malisheva, Junik, Hani i Elezit, Klllokot, Shterpce, Prizren, Novo Brdo, Leposavic, Dragash, North Mitrovica, Gracanica, Ranillug, Partesh, and Decan do not offer any preschool education.

Interestingly, in Prizren there were reportedly nine preschool students but no teachers. This may be due to the fact that KAS collects information from Education Statistics Management System (ESMI), into which data is entered by school directors. Evidently some preschool and school directors have faced challenges entering data in ESMI, and the system reportedly does not allow data to be corrected after it is entered.¹¹⁹

Table 24 shows that almost all primary, lower, and upper secondary schools have, on average, a fewer students per teacher than proposed by the existing Administrative Instruction (Table 21). The exceptions are Prishtina, Prizren, and Mamushë, where the students per teacher exceed the maximum

¹¹⁶ See OECD, *Education at a Glance*, OECD, 2011, pp. 393-4. They state: “Smaller classes are often perceived as allowing teachers to focus more on the needs of individual students and reducing the amount of class time needed to deal with disruptions. Yet, while there is some evidence that smaller classes may benefit specific groups of students, such as those from disadvantaged backgrounds (Krueger, 2002), overall the evidence of the effects of differences in class size on student performance is weak. There is more evidence to support a positive relationship between smaller class size and aspects of teachers’ working conditions and outcomes (e.g. allowing for greater flexibility for innovation in the classroom, improved teacher morale and job satisfaction) (Hattie, 2009; OECD, 2009).” Further, the same report noted: “class size also seems to be more important in the earlier years of schooling than it is for 15-year-olds (Finn, 1998). However, all other things being equal, smaller classes will generally be beneficial; but PISA 2009 analysis has shown that reductions in class size are generally expensive [...], and are a less efficient spending choice for improving learning outcomes than, for example, investing in the quality of teachers.”

¹¹⁷ OECD, *Education at a Glance*, p. 394.

¹¹⁸ Ibid.

¹¹⁹ Comments by experts on KWN draft paper, 2016.

number foreseen.. Notably, Table 24 displays the municipal level average. Individual schools and classes could have more or fewer students than the municipal average.

KWN lacked sufficiently detailed data (e.g., at the school and class level) to arrive at precise calculations that would inform specific recommendations regarding the potential reallocation of resources towards more efficient and effective use of resources (e.g., classrooms and teachers). However, further examination of this could facilitate more efficient use of resources and more effective education.

Division for Planning and Standards for School-space

This Division oversees various school projects funded by MEST. It also coordinates and supervises donors' programs, applying norms and standards for school facilities

s, including in municipalities. Requests from the local level are processed by municipalities, then MEST. Criteria for planning and building include gravitational criteria; selecting locations where more students can attend; school distance; and the age of the building. Other criteria are to eliminate shifts and large class sizes. Some schools in Kosovo currently have three shifts and overloaded classrooms with more than 45 students, as discussed previously.

The Division does not conduct many consultations with the public. However, the guidelines for school buildings were discussed in all municipalities in 2010. Many women were present in these discussions, according to officials, though there is no official data. Women participants included teachers, parents, directors, and engineers.

Division for Project Management and School Buildings

The Division for Project Management and School Buildings coordinates, plans, and implements the infrastructure of education facilities. It also coordinates and supervises donors' programs for construction and renovation. Further, in coordination with the Division for Planning, Norms, and Standards it sets priorities for construction, renovation, and the maintenance of school equipment.

Table 24. Students per Teacher by Grade Level in Public Institutions by Municipality in 2015¹²⁰

Municipality	Preschool (0-5)	Primary and Lower Secondary (6-15)	Upper Secondary (15-19)
Decan	0	12	15
Gjakova	5	15	17
Glogovac	6	16	17
Gjilan	8	14	13
Dragash	0	12	10
Istog	10	15	17
Kacanik	0	14	15
Klina	22	15	17
Fushe Kosove	8	19	21
Kamenica	14	11	12
Mitrovica	8	16	15
Leposaviq	0	2	0
Lipjan	9	15	17
Novo Brdo	0	9	5
Obilic	9	15	12
Rahovec	11	15	22
Peja	4	16	12
Podujevo	8	16	21
Prishtina	6	76	17
Prizren	0	34	17
Skenderaj	9	17	16
Stimlje	0	16	16
Strpce	0	7	11
Suva Reka	10	15	13
Ferizaj	14	16	15
Viti	7	15	16
Vushtrri	7	19	17
Zubin Potok	0	10	0
Zvecan	0	4	0
Malisheve	0	13	17
Junik	0	15	14
Mamusha	0	16	68
Hani i Elezit	0	17	21
Klokot	0	13	0

¹²⁰ KWN calculations based on KAS, *Education Statistics 2014/2015*. KWN could not extract data about five to six-year-olds and their teachers because it is unclear in KAS statistics. However, certain municipalities reported that some preprimary teachers within preprimary schools work with a single group of 5-6 pupils, usually in villages, while they receive a full-time salary (comments on draft report by expert working with children, April 2016).

Recommendations for the Department and Its Divisions

- With other relevant MEST departments and divisions, establish a special Commission to examine how schools, teaching personnel, and students could be reorganized to make more efficient and effective use of Kosovo's limited resources.
- Better utilize population demographic statistics on births, combined with school registration data, to forecast the number of students at different age levels in different areas. Utilize this information to collaborate with municipalities in planning and prioritizing investments in school infrastructure, but also to identify alternative solutions, such as free transport for students to other locations where more classroom space is available and/or relocating teachers,¹²¹ potentially among neighbouring municipalities.
- Identify opportunities to make use of extra space within existing buildings to offer preschool or other levels of education where children are underserved. More efficient use of teachers and classrooms may enable Kosovo to better meet the aforementioned demand for pre-school education in line with the Barcelona Objectives at little to no additional cost, dually contributing to improved educational outcomes for its students. Such comprehensive planning that informs investments in infrastructure should be made in advance, informing annual budget allocations to municipalities' respective specific grants for education.
- Collaborate with municipalities to identify opportunities for public-private partnerships and/or donor aid to invest in creating infrastructure for pre-school education, towards meeting the Barcelona Objectives.
- Ensure municipalities involve and consult with diverse women and men in selecting and planning infrastructure projects to ensure they meet their potentially differing needs. In accordance with the Law on Gender Equality, this is a best practice in gender responsive budgeting in the prioritizing, planning, and implementation of infrastructure projects.

Department for European Integration and Policy Coordination

This Department regulates all activities related to the process of European Integration. Among other activities, it monitors and reports on the implementation of recommendations made by the European Commission, and it supports the harmonization of legislation with international law and the EU Acquis. It also coordinates funds received by the European Union, including the Pre-Accession Instrument (IPA). The Department has an important role in data collection and analysis, since it provides data and drafts monthly and annual reports. Moreover, it collects and processes statistical data from schools.

Nine people work in this Department: five women and four men, including the Head of the Department. They do not have any capital expenditures. Department representatives said they regularly invited the MEST GEO to all policymaking meetings. In the context of Kosovo's EU Accession, the Department has an important role to play in ensuring that all IPA programming, as well as education policies align with EU directives relating to gender equality.

Division for European Integration

The Division for European Integration provides support in implementing SAA criteria within MEST and ensures that such criteria align with the Medium Term Expenditure Framework. Moreover, it monitors the implementation of progress towards European Integration, and it coordinates IPA's

¹²¹ Relocating teachers to different levels of education may require further certification of teachers and potential decreases in affected teachers' salaries. However, this seemingly would be preferable to teachers than being laid off in order to address unmet needs.

assistance and bilateral and multilateral foreign assistance of the Ministry's activities. The Division currently has no head, as the position is open.

Division for Policy Coordination and Statistics

This Division supports the drafting of strategic documents. It collects all pre-university education statistics. It then provides data and informs annual work plans. Currently five people work in this Division: three women and two men, including the Head of the Division.

The statistics collected include gender disaggregated data on students and teachers in all levels of pre-university education. Data is disaggregated by gender and ethnicity, allowing a cross tabular analysis regarding school attendance and teachers.¹²² The Division is responsible for drafting the Annual Statistical Report with Education Indicators. This publication presents detailed, gender disaggregated indicators, such as: Gross Enrolment Ratio in Pre-school Education; Gross Enrolment Ratio in Pre-Primary Education; Gross Intake Ratio in Primary Education; and indicators for secondary education, enrolment of students with special needs, and enrolment in tertiary education. The Division noted that keeping gender disaggregated data and indicators at all levels has made its work simpler, especially in drafting annual work plans.

The annual work plan for 2015 includes a specific section on gender, but gender is not mainstreamed throughout the plan. Some objectives call for the inclusion of a gender perspective, such as Objective 8: "Until 2016, there exists an effective system of education that allows for the inclusion of all students in compulsory education, and this system should be sensitive from a gender perspective, and sensitive towards the needs of students in poverty and other disadvantaged students." Further, an entire section focuses on human rights and gender equality, including specific objectives towards advancing, monitoring, and evaluating human rights and gender equality. However, all other objectives remain gender neutral and do not assess the differential impact they might have on girls, boys, women, and men. Nor does the plan have gender sensitive indicators.

Recommendations for the Department and Its Divisions

- Given its mandate and considering the obligations set forth in the Law on Gender Equality, ensure that gender is mainstreamed within the SAA and other documents and policies related to Kosovo's European Integration. Utilize technical support, including gender expertise, provided by the EU office free of charge.
- Cooperate with the GEO towards mainstreaming gender in the Annual Work Plan. Beyond the section on "Human rights and gender equality", it needs gender sensitive objectives, indicators, and activities for all sections. This requires no additional budget. Use the specific gender sensitive recommendations throughout this report to inform future planning.
- In the Annual Statistical Report with Education Indicators, disaggregate data on students repeating lower and higher secondary schooling. Further, disaggregate external evaluations and achievement testing results by gender to allow further study of any knowledge gaps between girls and boys in different fields. This requires no additional budget.
- Seek IPA funding related to the Education Sector for investments in preschool education and encourage other departments to earmark resources for establishing more preschool classes in order to achieve the EU Barcelona Objectives, as well as to address concerns raised in the 2015 Progress Report regarding the insufficient number of preschools in Kosovo. In IPA Action Documents, this can be justified as an important investment in the education of future generations, rendering them more employable, as well as investing in increasing women's employment rates by providing more available, affordable, standardized care to children of a younger age.

¹²² KAS, *Social Statistics: Education Statistics 2013/2014*, at: <https://ask.rks.gov.net/dmdocuments/Statistikat%20e%20Arsimit%202013-2014.pdf>.

Legal Department

The Legal Department delivers legal support, advice, and recommendations for MEST. There are currently four people working in this Department: two women and two men, including the Director.

The Department does not actively use a gender perspective. They draft legislation, laws, regulations, guides, and other strategies. Other departments make requests, while only the Legal Department is responsible for drafting laws. The departments and divisions that initiate legislation can consult with the public regarding the legislation, but this Department does not organize direct consultations with the public.

The Department can provide suggestions and opinions on laws. This could be an opportunity for the Legal Department to recommend a gender perspective be included in the laws in accordance with the Law on Gender Equality. However, in the end, it remains up to the initiators of the legislation to accept suggestions or not.

Recommendations

- Ensure involvement of the GEO in reviewing all draft legislation, laws, regulations, guides, and strategies from a gender perspective in accordance with the Law on Gender Equality. Ensure a gender perspective is integrated within them.
- Conduct a gender review of all MEST legislation, new draft laws, regulations, guides, and strategies to ensure that they are in line with legal obligations relating to gender equality in accordance with the Constitution and Law on Gender Equality.
- Ensure legislation of MEST is harmonized with international gender equality requirements, including related to EU Accession.

Department of Finances and General Services

This Department manages and maintains information on the human resources of the Ministry, assists with management of its internal organization, and provides general support. Moreover, it coordinates the preparation, implementation, reporting, and evaluation of the Ministry's budget.

Recommendations

- Organize training and coordinate coaching for MEST staff by gender experts in gender responsive budgeting so that the Ministry may fulfil legal obligations under the new Law on Gender Equality. This includes ensuring that training on gender responsive budgeting is included in introductory training for new employees.
- Oversee the preparation of and ensure quality control for an Annex to the Annual Budget, including a gender impact analysis. This involves a review of the impact of prior expenditures from a gender perspective ("situation analysis") like this report; an assessment of the intended impact of planned expenditures on women, men, girls, and boys; and specific objectives, activities, and performance indicators towards furthering gender equality within MEST's work towards addressing key gender inequalities identified in the gender analysis.
- Integrate a gender perspective in the Medium Term Expenditure Framework, including in the situation analysis, objectives, activities, and indicators, drawing from an analysis of past trends that includes gender-disaggregated data.

Division for Human Resources

The Division for Human Resources coordinates and administers the recruitment of staff within MEST and contributes towards enhancing the capabilities and performance of staff. As an executive Division, it leads the general work of the Department for Human Resources, helps supervise and set objectives, and monitors employees.¹²³

In its role of recruiting new employees, the Division could utilize affirmative measures to encourage women and men to apply to positions where they are under-represented. This would contribute to implementing obligations under the Law on Gender Equality to ensure equal representation of women and men at all levels of decision-making. This is particularly true in positions of management within MEST.

However, the Division does not use any affirmative measures. Rather, they said they “look more for quality and not to fulfil numbers.”¹²⁴ KWN has found this to be a widespread misunderstanding of the purpose of affirmative actions. Affirmative actions are not meant to recruit unqualified candidates. Rather, they consider, firstly, what the under-represented gender brings to the discussion. This in itself is added value. Otherwise, the perspectives of the under-represented gender may not be adequately considered in decision-making, policies, and priorities of the Ministry. Second, affirmative actions can take different forms. For example, they can require a set of mandatory basic skills (“quality”), but then offer higher scores in selection criteria for persons of an under-represented gender. Notably, equal representation of women and men is not only obligatory by law, but also ensures that both women’s and men’s perspectives are present at all levels of decision-making in MEST.

Pay Level	Total Staff per Pay Level	# and % of Men	Amount Spent on Men	# and % of Women	Amount Spent on Women	Total Amount
201-400	535	346 (64.7%)	€1,980,739.07 (62.9%)	189 (35.3%)	€1,167,451.07 (37.1%)	€3,148,190.14
401-600	934	490 (52.5%)	€3,108,622.22 (55.0%)	444 (47.5%)	€2,538,823.57 (45.0%)	€5,647,445.79
600+	541	353 (65.2%)	€3,280,511.81 (64.4%)	188 (34.8%)	€1,818,121.26 (35.6%)	€5,098,633.07
Total	2,010	1189 (59.2%)	€8,369,873.1 (60.2%)	821 (40.8%)	€5,524,395.9 (39.8%)	€13,894,269.00

Another issue to consider from a gender perspective is the issue of sexual harassment at work.¹²⁵ Currently, MEST does not have a specific policy against sexual harassment that established clear mechanisms for addressing it.

Recommendations

- When job openings exist, use affirmative measures to balance the percentage of women and men employed in different departments and divisions, including at all decision-making levels, as foreseen by the Law on Gender Equality.
- Establish a policy against sexual harassment and mechanisms for reporting it.
- Train staff on GRB and monitor its implementation. This should include training employees on gender analysis, gender equality, gender sensitive planning, and monitoring and evaluation using gender-disaggregated performance indicators.

¹²³ KWN interview with Division representatives.

¹²⁴ KWN interview with the Head of the Division, March 2015.

¹²⁵ See KWN, *Sexual Harassment in Kosovo*, Prishtina: KWN, 2016, and KCGS, *Perceptions of civil servants regarding sexual harassment in the workplace*, at: www.womensnetwork.org/documents/20130510152601762.pdf.

Division for Budget and Finance

The Division for Budget and Finance prepares budget proposals and coordinates other budgetary issues for all administrative structures of the Ministry. It follows and reports on the execution of the budget. It also ensures that financial expenditures are made in accordance with budgetary rules and procedures.

Recommendations

- Ensure that all other departments and divisions integrate GRB in their budget processes, including planning, execution, monitoring, and evaluation in accordance with the Law on Gender Equality.

Students Centre

The University of Prishtina does not receive any budget from MEST, as it is a separate budget organization. However, the “Students Centre”, also known as University of Prishtina dormitories, receives funding from MEST. Its budget increased in 2016, particularly related to capital investments (Table 26).

Year	Total Budget	Employees	Wages and Salaries	Goods and Services	Municipal Expenses	Subsidies and Transfers	Capital Investments
2016	€4,819,632	249	€1,249,642	€2,268,932	€699,058	€2,000	€600,000
2015	€4,129,056	249	€1,238,603	€2,269,395	€519,058	€2,000	€100,000
2014	€4,106,413	249	€1,096,222	€2,348,191	€657,000	€5,000	
2013	€4,121,413	249	€1,096,222	€2,363,191	€657,000	€657,000	

The Centre has 249 employees in total, including 170 men (68.3%) and 69 women (30.8%). As Table 27 illustrates, women are underrepresented at all salary levels. As a result, overall men are expected to receive 69.2% of expenditures in the wages and salaries economic category in 2016.

Pay Level	Total Staff per Pay Level	# and % of Men	Amount Spent on Men	# and % of Women	Amount Spent on Women	Total Amount
201-400	137	91 (66.4%)	€382,200 (66.4%)	46 (33.6%)	€193,200 (33.6%)	€575,400
401-600	103	71 (68.9%)	€408,960 (68.9%)	32 (31.1%)	€184,320 (31.1%)	€593,280
600+	9	8 (88.9%)	€73,440 (90.7%)	1 (11.1%)	€7,522 (9.3%)	€80,962
Total	249	170 (68.3%)	€864,600 (69.2%)	79 (31.7%)	€385,042 (30.8%)	€1,249,642

Table 28 shows the number of students living in the dormitories in the 2014-2015 academic year, disaggregated by gender. Of the 3,563 students living in dormitories, 60.3% were women and 39.6% were men.¹²⁶ The percentage of women student applicants is always much higher than that of men applicants, officials said. An official hypothesized that this was because women and their parents feel safer when women live in official dormitories, rather than in rented apartments that can involve

¹²⁶ Another dorm was built in late 2015, which houses an extra 303 students. Gender disaggregated data on these new students was unavailable, but prior trends suggest that most are women.

security issues.¹²⁷ Another potential explanation may be the cost of housing in Prishtina. According to KAS, the average rent for an apartment in an urban area is €212 monthly.¹²⁸ Parents may be more willing to pay for this comparatively more expensive form of housing for young men, but not for young women who are less likely (at present) to be employed. In contrast, living at the Students Centre costs €35 monthly, including accommodation and food. For nine months, this amounts to €315 per student annually. While no scholarships are offered, students from certain categories such as recipients of social assistance, persons with disabilities, and children of war invalids and missing persons are exempt from paying the annual fee. They also are prioritized in the application process.

Approximately 8,000 students applied last year, which means that only 44.5% were accepted.¹²⁹ The dormitories had the capacity for 3,563 students in 2015 and 3,866 in 2016. Thus, annually almost 4,000 students needing housing, mostly girls, are rejected due to lack of space.

Year	Total # of Students	# and % of Women	# and % of Men	Annual Rent per Student
2014-2015	3,563	2,151 (60.3%)	1,412 (39.6%)	€315

Currently ten men inspectors work at the Students Centre, inspecting the quality of dormitories.¹³⁰

Recommendations

- Conduct focus groups to learn why fewer men are interested in living in dorms than women. If organized at MEST's meeting room, this would have no additional cost.
- Include in dormitory application forms a question regarding what applicants will do if they cannot stay in the dormitory (e.g., live with family, friends, get an apartment, not attend university). This can help assess the impact that the unavailability of student housing may have on diverse students.
- Conduct a feasibility study regarding the building of more dormitories. At present applicant rates, capital investments alone would cost approximately €1,300,000 for 13 dormitories to house on average 303 students each. Pending available funding and continued similar levels of demand, this could involve budgeting €100,000 every two years to build an additional dormitory. Consider other options as well, such as shared apartments run by the University that would make use of existing housing already available in Prishtina.

Universities

All public universities, except for the University of Prishtina (an independent budget organization) are funded by MEST. This includes the University of Gjakova, the University of Gjilan, the University of Prizren, the University of Peja, and the University of Mitrovica. The following sections look at each of their budgets.

University of Prizren “Ukshin Hoti”

The University of Prizren (UPZ) “University Ukshin Hoti” was founded in 2010.¹³¹ It was the second public university founded in Kosovo. The University offers both Bachelors and Masters studies. Its

¹²⁷ KWN interview with Students Centre Director, May 2015.

¹²⁸ KAS, Social Statistics, *Results of Household Budget Survey*, 2014, at: <https://ask.rks-gov.net/ENG/hbs/publications>, p. 10.

¹²⁹ Ibid.

¹³⁰ KWN interview with GEO, October 2015.

¹³¹ Government of the Republic of Kosovo, Decision Nr. 01/87 on founding the University of Prizren as a Public Institution of Higher Education, 2009, at: http://kryeministri-ks.net/repository/docs/Vendimet_e_Mbledhjes_se_87-te_te_Qeverise_2009.pdf.

Directing Council is comprised of six men. The Rector, three vice-rectors, and Secretary are men, as well.¹³²

Year	Employees	Total Budget	Wages and Salaries	Goods and Services	Municipal Expenses	Subsidies and Transfers	Capital Expenditures
2016	139	€2,788,768	€1,625,768	€600,000	€53,000	€10,000	€500,000
2015	130	€3,146,267	€1,821,745	€791,522	€73,000	€10,000	€450,000
2014	130	€3,154,349	€1,470,146	€1,014,203	€160,000	€10,000	€500,000
2013	130	€3,671,349	€1,470,146	€1,031,203	€170,000		€1,000,000

The total budget of UPZ has remained similar from 2013 to 2015 with a €400,000 decrease in 2016, despite a slight increase in the number of employees (Table 29). This decrease resulted from better budget planning.¹³³ The cost of municipal expenses also decreased.

As Table 30 illustrates, only one-fourth of employees at UPZ are women. They are particularly underrepresented at the highest pay level. As a result, 74.6% of the wages and salaries economic category were expected to benefit men in 2016. Further, inequalities at decision-making levels may impact the extent to which the potentially different needs and interests of women are taken into account in the planning of policies and programs at the University. This could have an adverse effect on some students.

Pay Level	Total Staff per Pay Level	# and % of Men	Amount Spent on Men	# and % of Women	Amount Spent on Women	Total
201-400	22	12 (54.5%)	€207,384.00 (68.7%)	10 (45.5%)	€94,380.00 (31.3%)	€301,764.00
401-600	30	18 (60.0%)	€120,971.40 (39.3%)	12 (40.0%)	€187,135.60 (60.7%)	€308,107.00
600+	86	73 (84.9%)	€950,256.00 (86.1%)	13 (15.1%)	€152,964.00 (13.9%)	€1,103,220.00
Total	138	103 (74.6%)	€1,278,611.40 (74.6%)	35 (25.4%)	€434,479.60 (25.4%)	€1,713,091.00

The percentage of women and men attending UPZ during the 2012/2013 and 2014/2015 academic years was somewhat similar, though it shifted slightly (Table 31).¹³⁵ This suggests a balance of expenditures on women and men beneficiaries. However, this would be based on an unexamined assumption that expenditures on different programs of study are similar.

With regard to University beneficiaries,

Year	Total # of Students	# and % of Women	# and % of Men
2011/2012	2,774	1,050 (37.9%)	1,724 (62.1%)
2012/2013	3,831	1,999 (52.1%)	1,842 (48.0%)
2014/2015	5,719	2,717 (47.5%)	3,002 (52.5%)

Table 30 depicts the number and percentage of men and women in different UPZ departments. In the 2012/2013 academic year, women were underrepresented in the Computer Science Department, comprising 26.3% of students, as well as in Technology Information and Telecommunication (TIT) (30.6%). This could lead to an imbalance regarding women's participation in these sectors in the future. Men were underrepresented in Physics and Chemistry, comprising only 10.6% of students. Men also were underrepresented in the Education Department (36.5%). This could contribute to an insufficient

¹³² KWN interview with the Rector, April 2015.

¹³³ KWN interview with the Rector, May 2015.

¹³⁴ Information regarding academic staff was not provided.

¹³⁵ Data for 2013/2014 was not provided by the University.

gender balance in these professions in future years. As discussed previously, men already are underrepresented in the education sector as teachers, particularly in early education.

A study of all OECD countries in 2013 similarly observed that fields of study remain highly segregated with women focusing on education, health, and social welfare, and men on Science, Technology, Engineering, and Math (STEM) fields.¹³⁶

Scholarships can be used as an affirmative action to increase the percentage of underrepresented genders in specific departments. However, scholarships in Kosovo usually are only merit-based. During the 2014/2015 academic year, women received 80.6% of such scholarships from UPZ, distributed from the subsidies and transfers economic category (see Table 33). UPZ representatives noted that women usually receive more scholarships than men because women tend to have higher grades than men, qualifying them for scholarships.¹³⁷

The University does not need dormitories, as students usually live nearby or travel.¹³⁸ While the University does not offer free transport for students, they are discussing this issue with the Mayor. They noted a need for more office spaces, as professors do not have offices. This impacts the quality of learning via student-professor consultations. They have sufficient funds in the capital investments economic category for renovating old dormitories and turning them into offices, which the University is considering as an option.

Year	Department	Total Students	# and % of Women	# and % of Men
2012/2013	Business Administration	742	314 (42.3%)	428 (57.7%)
2012/2013	International Management	541	225 (41.6%)	316 (58.4%)
2012/2013	Law	196	112 (57.1%)	84 (42.9%)
2012/2013	Software and Design	678	380 (56.0%)	298 (44.0%)
2012/2013	TIT	284	87 (30.6%)	197 (69.4%)
2012/2013	Phonologic	638	278 (43.6%)	360 (56.4%)
2012/2013	Physics and Chemistry	255	228 (89.4%)	27 (10.6%)
2014/2015	Business Administration	1,602	658 (41.1%)	944 (58.9%)
2014/2015	Education	1,636	1,039 (63.5%)	597 (36.5%)
2014/2015	Law	963	454 (47.1%)	509 (52.9%)
2014/2015	Computer Sciences	1,059	278 (26.3%)	781 (73.7%)
2014/2015	German Language	459	288 (62.7%)	171 (37.3%)

Academic Year	Total Recipients	# and % of Women Recipients	# and % of Men Recipients	Total Budget	Spent per Person	Spent on Women	Spent on Men
2014/2015	62	50 (80.6%)	12 (19.4%)	€55,800	€900	€45,000 (80.6%)	€10,800 (19.4%)
Total	62	50 (80.6%)	12 (19.4%)	€55,800	€900	€45,000 (80.6%)	€10,800 (19.4%)

¹³⁶ OECD, *Education Indicators in Focus*, 2015, at: www.oecd-ilibrary.org/docserver/download/5jm5hl10rbtj.pdf?expires=1458305587&id=id&accname=guest&checksum=03F217F24A080B1076DE999A52D0CD2C.

¹³⁷ KWN interview with UPZ representative, April 2015.

¹³⁸ KWN interview with Dean, March 2015.

Recommendations

- Consider introducing a quota for scholarships for men and women, which provides 50% of scholarships to top performers from each gender. Further, consider earmarking existing scholarships for young men entering education or physics and chemistry; and for young women entering computer science and TIT. Such affirmative actions, foreseen by the Law on Gender Equality, would have no extra cost for the university, would contribute to gender equality in the expenditure of university funds, and would prepare women and men to enter sectors where they are less represented, towards increased gender balance in these sectors in Kosovo.
- Cooperate with the Municipality to lower taxes for transport agencies as an incentive for providing discounts or free transport for students. The Municipality of Prizren already has such an agreement with transport agencies for students of primary schools.¹³⁹
- When job openings exist, use affirmative actions to actively recruit more women as employees towards ensuring each gender's equal representation in accordance with the Law on Gender Equality. This could be achieved by offering women candidates additional points in the scoring of applicants, once basic minimum mandatory requirements are met.
- Future procedures for nominations to the Directing Council should ensure a gender balance in accordance with the Law on Gender Equality and towards ensuring that decisions better reflect the potentially differing needs and interests of women and men.

University of Peja “Haxhi Zeka”

The University of Peja “Haxhi Zeka” was founded in 2012.¹⁴⁰ Its Directing Council is comprised of seven men. The Rector and two of three vice-rectors also are men. Table 34 shows the total budget disaggregated by economic category for 2013-2016. The budget has remained similar over time.

Year	Employees	Total Budget	Wages and Salaries	Goods and Services	Municipal Expenses	Subsidies and Transfers	Capital Expenditures
2016	155	€2,532,956	€1,610,541	€362,007	€50,408	€10,000	€500,000
2015	155	€2,717,541	€1,757,566	€399,567	€50,408	€10,000	€500,000
2014	155	€2,432,230	€1,491,000	€414,197	€67,033	€10,000	€450,000
2013	155	€1,982,230	€1,491,000	€424,197	€67,033		

Table 35 shows all academic and administrative staff planned to be working at the University of Peja in 2016.

Pay Level	Staff per Pay Level	# and % of Men	Amount Spent on Men	# and % of Women	Amount Spent on Women	Total Amount
201-400	30	14 (46.7%)	€72,395.00 (46.9%)	16 (53.3%)	€82,024.00 (53.1%)	€154,419.00
401-600	19	9 (47.4%)	€91,556.00 (45.6%)	10 (52.6%)	€109,143.00 (54.4%)	€200,699.00
600+	106	57 (53.8%)	€654,242.00 (44.3%)	49 (46.2%)	€821,181.00 (55.7%)	€1,475,423.00
Total	155	80 (51.6%)	€818,193.00 (44.7%)	75 (48.4%)	€1,012,348.00 (55.3%)	€1,830,541.00

¹³⁹ KWN interview with the Rector.

¹⁴⁰ Government of the Republic of Kosovo, MEST, Decision Nr. 01/98 on founding the University of Prizren “Haxhi Zeka”, as a public University, 25.02.2012, at: http://gazetajnk.com/repository/docs/Vendimi_i_MASHT_per_UPP.pdf.

An almost equal percentage of women and men were expected to work at the University of Peja, though a slightly higher percentage of expenditures from the wages and salaries economic category was planned for women (55.3%). Women were to be slightly overrepresented at lower pay levels (53.3%) and slightly underrepresented at the €600+ pay level (46.2%).

Women comprised a smaller percentage of academic staff (34.5%) at the University of Peja (Table 34), and thus likely receive a smaller percentage of these expenditures. However, the positions of academic staff by pay level were unavailable.

Academic Year	Total Staff	# and % of Women	# and % of Men
2013/2014	165	57 (34.5%)	108 (65.4%)
2014/2015	177	52 (29.4%)	125 (70.6%)

Table 37 depicts the percentage of men and women teaching in different departments of the University of Peja. Women comprised a majority of professors in the Arts Department in the 2013/2014 academic year, but not in 2014/2015. Women are particularly underrepresented as professors in the Agribusiness Department, though their involvement has increased from 22% in 2013/2014 to 29% in 2014/2015. Women also were underrepresented as professors (7.4%) in the Hotel and Tourism Management Department in 2013/2014, but more taught in this Department in 2014/2015 (43.3%). The percentage of women teaching in the Business and Law departments decreased substantially in 2014/2015.

Year	Department	Total Staff	# and % of Women Staff	# and % of Men Staff	Total Students	# and % of Women Students	# and % of Men Students	Students per Teacher
2013/2014	Business	54	22 (40.7%)	32 (59.3%)	1,955	1,050 (53.5%)	905 (46.2%)	36.20
2014/2015	Business	44	10 (22.7%)	34 (77.3%)	2,290	1,124 (49.1%)	1,166 (50.9%)	52.05
2013/2014	Hotel and Tourism Management	27	2 (7.4%)	25 (92.6%)	622	235 (37.7%)	387 (60.7%)	23.04
2014/2015	Hotel and Tourism Management	30	13 (43.3%)	17 (56.7%)	858	274 (31.9%)	584 (68.1%)	28.60
2013/2014	Law	28	13 (46.4%)	15 (53.6%)	1,330	750 (56.3%)	580 (43.6%)	47.50
2014/2015	Law	24	2 (8.3%)	22 (91.7%)	1,772	903 (51.0%)	869 (49.0%)	73.83
2013/2014	Agribusiness	36	8 (22.2%)	28 (77.8%)	150	55 (36.6%)	95 (63.3%)	4.17
2014/2015	Agribusiness	55	16 (29.1%)	39 (70.9%)	267	103 (38.6%)	164 (61.4%)	4.85
2013/2014	Arts	20	12 (60.0%)	8 (40.0%)	73	24 (32.8%)	49 (67.1%)	3.65
2014/2015	Arts	24	11 (45.8%)	13 (54.2%)	113	45 (39.8%)	68 (60.2%)	4.71

With regard to the University's beneficiaries, a fairly similar percentage of women and men have attended the university (Table 38), which suggests that the university's overall expenditures may benefit them similarly. However, more or less spending on particular departments attended by a higher percentage of one gender may mean that they do not benefit equally. Table 37 illustrates the average number of students per teacher. While this is merely indicative as students may have multiple teachers and different programs of study may have more or less resources for different purposes, it can be suggestive of which departments tend to

Year	Total Students	# and % of Women	# and % of Men
2013/2014	4,130	2,114 (51.1%)	2,016 (48.8%)
2014/2015	5,331	2,449 (47.0%)	2,882 (54.7%)

receive more resources in the wages and salaries economic category. This has the potential to impact the quality of learning as fewer students per professor (on average) can contribute to more learning time per student. Thus, students in programs with a lower student/teacher ratio likely benefit more from expenditures on wages and salaries. Table 32 shows that women are underrepresented in the departments of Agribusiness, Hotel and Tourism Management, and the Arts, comprising between one-third and 40% of the students in each department, respectively. At the same time, these departments have more students per teacher than the departments where women are more equally represented. This suggests that men may be benefitting more from the expenditures of the wages and salaries economic category than women.

Recommendations

- Earmark existing scholarships for women to study Agribusiness and Hotel and Tourism Management as an affirmative action towards increasing their participation in these sectors, foreseen by the Law on Gender Equality.
- When job openings exist, utilize affirmative actions to actively recruit more women as employees towards ensuring each gender's equal representation in accordance with the Law on Gender Equality. This could be achieved by offering women candidates additional points in the scoring of applicants, once basic minimum mandatory requirements are met.
- Future nominations and elections to the Directing Council should ensure a gender balance in accordance with the Law on Gender Equality and towards ensuring that decisions better reflect the potentially differing needs and interests of women and men.

University of Gjilan “Kadri Zeka”

The public University of Gjilan “Kadri Zeka” was founded in 2013.¹⁴¹ The Directing Council has seven members, including five women and two men. The Rector and Secretary are men, while the vice-rector is a woman. Through improved budget planning, budget allocations have decreased since 2014 in all economic categories except subsidies and transfers and capital expenditures (Table 39).

Year	Employees	Total Budget	Wages and Salaries	Goods and Services	Municipal Expenses	Subsidies and Transfers	Capital Expenditures
2016	104	€1,443,234	€764,895	€316,339	€50,000	€10,000	€500,000
2015	95	€1,823,574	€1,044,413	€349,161	€50,000	€10,000	€370,000
2014	95	€1,510,000	€866,667	€370,778	€62,556	€10,000	€200,000

Table 40 depicts the planned 2016 budget for the wages and salaries economic category, disaggregated by employees' gender and level of pay. Women are expected to be underrepresented at all levels of pay. As a result, men will receive approximately 69.2% of expenditures from this economic category.

Pay Level	Total Staff per Pay Level	# and % of Men	Amount Spent on Men	# and % of Women	Amount Spent on Women	Total
201-400	43	31 (72.1%)	€100,850	12 (27.9%)	€32,100.00	€132,950
401-600	37	26 (70.3%)	€211,700	11 (29.7%)	€104,750.00	€316,450
600+	24	15 (62.5%)	€91,693.70	9 (37.5%)	€36,397.30	€128,091
Total	104	72 (69.2%)	€404,243.70	32 (30.8%)	€173,247.30	€577,491

¹⁴¹ Government of the Republic of Kosovo, Decision 03/118 on founding the Public University of Gjilan, as an institution of higher learning, 2013, at: www.kryeministri-ks.net/repository/docs/Vendimet_e_mbledhjes_se_118-te_te_Qeverise_2013.pdf.

Perhaps unsurprisingly, further examination of only academic staff in the 2013/2014 academic year suggests that women have been underrepresented in all departments, including Education, Economics, Law, and Computer Science (Table 41). Thus, men probably received the majority of expenditures from the wages and salaries economic category, though specific expenditures were unavailable.

Year	Department	Total Staff	# and % of Women	# and % of Men	Total Students	# and % of Women	# and % of Men	Students/Teacher
2013/2014	Education	32	14 (43.7%)	18 (56.2%)	331	297 (89.7%)	34 (10.3%)	10.3
2013/2014	Economics	42	11 (26.1%)	31 (73.8%)	717	288 (40.1%)	429 (59.9%)	17.1
2013/2014	Law	19	4 (21.0%)	15 (78.9%)	514	247 (48.0%)	267 (52.0%)	27.1
2013/2014	Computer Science ¹⁴²	8	3 (37.5%)	5 (62.5%)				
Total		101	32 (31.6%)	69 (68.3%)	1,562	832 (53.3%)	730 (46.7%)	15.5

With regard to the University's beneficiaries, women (53.3%) and men (46.7%) attended at fairly similar rates in the 2013/2014 academic year (Table 40). However, women were slightly underrepresented in the Economics Department (40.1%). Men were considerably underrepresented in the Education Department (10.2%). As mentioned previously, if fewer men study education, then fewer will be qualified to work in the education sector. This means that men may benefit less from expenditures in certain areas of the Education Sector. This also can hamper the quality of education for children, as discussed previously.

As Table 42 illustrates, in the 2014/2015 academic year, women received two-thirds of the merit-based scholarships.

Year	# of Recipients	# and % of Women Recipients	# and % of Men Recipients	Total Budget	Amount per Person	Spent on Women	Spent on Men
2014/2015	40	27 (67.5%)	13 (32.5%)	€20,000	€500	€13,500 (67.5%)	€6,500 (32.5%)

Recommendations

- Earmark scholarships for men, particularly those interested in studying Education. This would ensure that more men benefit from the subsidies and transfers economic category, as well as help increase the percentage of men teachers, enhancing the quality of learning.
- When job openings exist, utilize affirmative actions to actively recruit and hire more women employees towards ensuring each gender's equal representation in accordance with the Law on Gender Equality. This could be achieved by offering women candidates additional points in scoring applicants, once basic minimum mandatory requirements are met.

University of Gjakova "Fehmi Agani"

The University of Gjakova "Fehmi Agani" was founded in 2013.¹⁴³ The Directing Council has seven members, including three women. The Rector is a man. Of two vice-rectors, one is a man and

¹⁴² KAS did not report that any students were studying Computer Sciences in the University of Gjilan during the 2013/2014 academic year (*Education Statistics 2013-2014*, p. 117).

¹⁴³ Government of the Republic of Kosovo, Decision 02/118 on founding the Public University of Gjakova, 2013, at: www.kryeministri-ks.net/repository/docs/Vendimet_e_mbledhjes_se_118-te_te_Qeverise_2013.pdf.

one is a woman. The secretary also is a woman. Table 43 depicts the total budget of the University of Gjakova for 2014-2016, as well as the number of employees.

Year	Employees	Total Budget	Wages and Salaries	Goods and Services	Municipal Expenses	Subsidies and Transfers	Capital Expenditures
2016	101	€1,611,793	€735,454	€316,339	€50,000	€10,000	€500,000
2015	95	€1,923,574	€1,044,413	€349,161	€50,000	€10,000	€470,000
2014	95	€1,510,000	€866,667	€370,778	€62,556	€10,000	€200,000

Regarding the wages and salaries economic category, women were expected to comprise a majority of academic and administrative staff (56.4%) in 2016. Therefore women will receive a slightly higher percentage of this budget line (56.4%) than men (Table 44).

Pay Level	Total Staff per Pay Level	# and % of Men	Amount Spent on Men	# and % of Women	Amount Spent on Women	Total
201-400	12	3 (25.0%)	€16,755.00 (25.0%)	9 (75.0%)	€50,265.00 (75.0%)	€67,020.00
401-600	15	6 (40.0%)	€30,510.00 (37.8%)	9 (60.0%)	€50,266.00 (62.2%)	€80,776.00
600+	74	35 (47.3%)	€202,369.22 (47.6%)	39 (52.7%)	€222,858.78 (52.4%)	€425,228.00
Total	101	44 (43.6%)	€249,634.22 (43.6%)	57 (56.4%)	€323,389.78 (56.4%)	€573,024.00

However, women were underrepresented among academic staff in all departments in 2013/2014, including Education, Philology, and Medicine (Table 45).

Year	Department	Total # of Teachers	# and % of Women	# and % of Men	Total # of Students	# and % of Women	# and % of Men	Students per Teacher
2013/2014	Education	16	5 (31.3%)	11 (68.7%)	320	283 (88.4%)	37 (11.6%)	20.0
2013/2014	Philology	12	3 (25.0%)	9 (75.0%)	138	85 (61.6%)	53 (38.4%)	11.5
2013/2014	Medicine	13	6 (46.1%)	7 (53.9%)	127	107 (84.3%)	20 (15.7%)	9.8
Total		41	14 (34.1%)	27 (65.9%)	585	475 (81.2%)	110 (18.8%)	14.3

Women benefitted more from the University of Gjakova than men as they comprised 81.2% of students during the 2013/2014 academic year (Table 45). Men are particularly underrepresented in the Education Department, comprising only 11.6% of students.

With regard to subsidies and transfers, Table 46 shows the number of scholarships provided by the University of Gjakova in the 2014/2015 academic year. Women received all 13 scholarships. Since scholarships are merit-based, this suggests that women performed better academically than men in order to receive these scholarships.

Academic Year	Scholarship Recipients	# and % of Women Recipients	# of Men Recipients	Total Budget	Spent per Person	Spent on Women	Spent on Men
2014/2015	13	13 (100.0%)	0 (0.0%)	€9,945	€765	€9,945 (100%)	€0 (0%)

Recommendations

- Earmark scholarships for men, particularly those studying Education and Medicine, as an affirmative measure in line with the Law on Gender Equality towards increasing men's participation in the university as beneficiaries, as well as encouraging men's increased entrance into the education sector, as discussed previously.
- When job openings exist, utilize affirmative actions to actively recruit and hire the underrepresented gender, ensuring each gender's equal representation at all levels in accordance with the Law on Gender Equality. This could be achieved by offering women candidate's additional points in the scoring of applicants, once minimum mandatory requirements are met.

University of Mitrovica "Isa Boletini"

The University of Mitrovica "Isa Boletini" was founded in 2013.¹⁴⁴ The Directing Council has eight people: two women and six men. The Rector and Secretary are men, as are all three vice-rectors. Table 47 depicts the total budget of the University of Mitrovica by economic category for 2014-2016. Both the budget and the number of employees increased substantially in 2016.

Year	Employees	Total Budget	Wages and Salaries	Goods and Services	Municipal Expenses	Subsidies and Transfers	Capital Expenditures
2016	196	€2,602,651	€1,726,312	€316,339	€50,000	€10,000	€500,000
2015	95	€1,923,574	€1,044,413	€349,161	€50,000	€10,000	€470,000
2014	95	€1,510,000	€866,667	€370,778	€62,556	€10,000	€200,000

With regard to expenditures on the wages and salaries economic category, Table 48 shows the expected total number of academic and administrative employees in 2016, disaggregated by gender and pay level. Women are underrepresented at all pay levels and thus expected to receive only 20% of expenditures.

Pay Level	Total Staff per Pay Level	# and % of Men	Amount Spent on Men	# and % of Women	Amount Spent on Women	Total Spent
201-400	78	62 (79.5%)	€317,268.48 (80.0%)	16 (20.5%)	€79,317.14 (20.0%)	€396,585.62
401-600	36	29 (80.6%)	€317,268.48 (80.0%)	7 (19.4%)	€79,317.14 (20.0%)	€396,585.62
600+	82	66 (80.5%)	€423,024.64 (80.0%)	16 (19.5%)	€105,756.12 (20.0%)	€528,780.76
Total	196	157 (80.1%)	€1,057,561.6 (80.0%)	39 (19.9%)	€264,390.40 (20.0%)	€1,321,952.00

As Table 49 illustrates, women are underrepresented among academic staff (19.2%), but comprise a slight majority of administrative staff (52.2%).

	Women	Men	Total
Academic Staff	14 (19.2%)	59 (80.8%)	73
Non-Academic Staff	24 (52.2%)	22 (47.8%)	46
Total	38 (31.9%)	81 (68.1%)	119

¹⁴⁴ Government of the Republic of Kosovo, Decision 01/118 on founding the Public University of Mitrovica as an Institution of Higher Learning, 2013, at: http://kryeministri-ks.net/repository/docs/Vendimet_e_mbledhjes_se_118-te_te_Qeverise_2013.pdf.

Regarding beneficiaries of university services, Table 50 shows the distribution of undergraduate students in different academic departments, disaggregated by gender and ethnicity. Overall, women were underrepresented in undergraduate studies in the 2014/2015 academic year (37.8%). Women are particularly underrepresented in Geosciences (13%), but also in Mechanical Engineering and Computer Science, Law, and Economics. Men are underrepresented in Education (11.3%). During this academic year, no Roma, Ashkali, or Egyptian students attended the University of Mitrovica. Three Bosnian students attended (two men and one woman) and eight Turkish students (six women and two men). Thus minority ethnic groups are slightly underrepresented compared to their percentage of the overall population of Kosovo.¹⁴⁵

Faculty	Albanians			Bosnians			Turks			RAE	Overall		
	W	M	T	W	M	T	W	M	T	T	W	M	T
Geosciences	35	233	268	0	1	1	0	0	0	0	35 (13%)	234 (87%)	269
Food Technology	142	135	277	0	0	0	0	0	0	0	142 (51.3%)	135 (48.7%)	277
Mechanical Engineering and Computer Science	147	395	542	0	0	0	0	1	1	0	147 (37.1%)	396 (72.9%)	543
Law	40	69	109	0	0	0	0	1	1	0	40 (36.4%)	70 (63.6%)	110
Economics	74	138	212	0	0	0	1	0	1	0	75 (35.2%)	138 (64.8%)	213
Education	159	20	179	1	1	2	5	0	5	0	165 (88.7%)	21 (11.3%)	186
Total	597	990	1,587	1	2	3	6	2	8	0	604	994	1,598
Percentage	37.6%	62.4%	99.3%	33%	66.7%	0.2%	75%	25%	0.5%	0%	37.8%	62.2%	

At the graduate level, women also were underrepresented (44.3%) during the 2014/2015 academic year (Table 51). More specifically, they were underrepresented in Production Technology, Informatics and Engineering, Technology, Deposits of Mineral Raw Materials, Mining, and Metallurgy departments. Men were underrepresented in the Engineering and Food Technology Department.

Recommendations

- Provide scholarships as incentives for women, particularly from minority ethnic groups, to study in departments where they are underrepresented, as an affirmative action in accordance with the Law on Gender Equality.
- When job openings exist, particularly for the vice-rector position, use affirmative actions to actively

Program	Women	Men	Total
Production Technology	4 (30.8%)	9 (69.2%)	13
Informatics Engineering	9 (45%)	11 (55%)	20
Technology	3 (37.5%)	5 (62.5%)	8
Engineering and Food Technology	24 (68.6%)	11 (31.4%)	35
Mining	0 (0.0%)	9 (100%)	9
Deposits of mineral raw materials	2 (28.6%)	5 (71.4%)	7
Metallurgy	1 (20.0%)	4 (80.0%)	5
Total	43 (44.3%)	54 (55.7%)	97

¹⁴⁵ According to Census data, Bosnians comprise 1.6% of the Kosovo population, Turks 1.1%, Roma 0.5%, Ashkali 0.9%, and Egyptians 0.6%.

recruit and hire more women, ensuring each equal representation at all levels in accordance with the Law on Gender Equality. This could be achieved by offering women candidates additional points when scoring applicants, once minimum mandatory requirements are met.

Institutes

MEST finances several academic, research, and scientific institutes. The activities, rights, responsibilities, and obligations of scientific institutes are regulated by Law on Scientific-Research Activities.¹⁴⁶ Further legislation regulates most institutes, as elaborated in this section.

Institute of Albanology

The Institute of Albanology is an independent public research institute, founded and regulated by the Law on the Institute of Albanology and the Law on Scientific-Research Activities.¹⁴⁷ The Institute conducts scientific research in the fields of Albanology, linguistics, folklore, history, literature, and ethnology.¹⁴⁸ Table 52 illustrates the Institute's budget allocations in 2013-2016.

Year	Employees	Total Budget	Wages and Salaries	Goods and Services	Municipal Expenses	Subsidies and Transfers	Capital Expenditures
2016	51	€713,046	€524,092	€146,954	€42,000		
2015	51	€740,888	€546,687	€162,201	€32,000		
2014	49	€610,901	€424,496	€151,118	€35,287		
2013	49	€574,824	€424,496	€125,041	€25,287		

The unpaid Directing Council has five members, including one woman. The Scientific Council has 17 members, including three women and 14 men. Everyone who obtains a doctorate in Philology becomes a member of the Scientific Council.¹⁴⁹ The Institute has five scientific branches, and one is led by a woman (the Folklore Branch). As Table 53 illustrates, women are forecasted to be underrepresented within the Institute (75%) in 2016, particularly in the highest pay level (25%). Men probably will benefit more (62.7%) from the wages and salaries economic category than women.

Pay Level	Total Staff per Pay Level	# and % of Men	Amount Spent on Men	# and % of Women	Amount Spent on Women	Total Amount
201-400	7	2 (28.6%)	€7,440.48 (28.6%)	5 (71.4%)	€18,601.20 (71.4%)	€26,041.68
401-600	4	0 (0.0%)	-	4 (100.0%)	€25,216.00 (100.0%)	€25,216.00
600+	40	30 (75.0%)	€281,244.70 (68.8%)	10 (25.0%)	€127,589.62 (31.2%)	€408,834.32
Total	51	32 (62.7%)	€288,685.18 (62.7%)	19 (37.3%)	€171,406.82 (37.3%)	€460,092.00

The Institute has conducted some research on famous women in history. However, no detailed examination of its programs and research from a gender perspective has been completed.

¹⁴⁶ Assembly of the Republic of Kosovo, Law No. 04/L-135 on Scientific-Research Activities, 2013, at: <https://gzk.rks-gov.net/ActDocumentDetail.aspx?ActID=8660>.

¹⁴⁷ Ibid.

¹⁴⁸ Institute of Albanology, website, at:

<http://www.institutialbanologjik.com/index.aspx?SID=3&LID=4&AID=1110&Ctype=1&ACatID=5>.

¹⁴⁹ KWN interview with the Head of the Institute of Albanology, March 2015.

Pedagogic Institute

The Pedagogic Institute is an independent research institute founded by MEST. Its responsibilities, functions, and legal provisions are regulated by the Administrative Instruction on the Pedagogic Institute of Kosova.¹⁵⁰ The Institute conducts research on innovative learning and teaching methods. Further, it supports MEST in identifying training needs and planning trainings for MEST staff and teaching personnel.¹⁵¹ Table 54 shows the budget allocated to the Pedagogic Institute in 2014-2016.

Year	Employees	Total Budget	Wages and Salaries	Goods and Services	Municipal Expenses	Subsidies and Transfers	Capital Expenditures
2016	21	€264,489	€143,464	€119,502	€1,523		
2015	21	€316,089	€138,088	€175,308	€2,693		
2014	21	€250,239	€105,309	€130,130	€14,800		

The Institute planned to employ 21 people in 2016, including fairly equal representation of women and men (see Table 55). Thus the wages and salaries economic category was planned to be spent fairly equally on women (47.6%) and men (52.4%). However, of the four heads of divisions only one is a woman.

Pay Level	Total Staff per Pay Level	# and % of Men	Amount Spent on Men	# and % of Women	Amount Spent on Women	Total amount
201-400	1	1 (100.0%)	€4,049.16 (100.0%)	0 (0.0%)	-	€4,049.16
401-600	19	9 (47.4%)	€56,694.23 (46.8%)	10 (52.6%)	€64,506.67 (53.2%)	€121,200.90
600+	1	1 (100.0%)	€10,213.94 (100.0%)	0 (0.0%)	-	€10,213.94
Total	21	11 (52.4%)	€70,957.33 (52.4%)	10 (47.6%)	€64,506.67 (47.6%)	€135,464.00

Most of the Institute's budget is spent on wages, publishing, and outreach.¹⁵² According to officials, "There has been no research on gender as such." However, they said that they currently were reviewing schoolbooks for primary schools (grade 6 to 9) related to gender.

National Qualifications Authority

The National Qualifications Authority (NQA) was established as an independent public body through the Law on National Qualifications.¹⁵³ NQA is responsible for the development and maintenance of the National Qualifications Framework (NQF). It assists MEST and the Agency for Accreditation in overseeing national qualifications. More specifically, the NQA specifies and approves qualifications for NQF including "types and levels of certificates and diplomas, "accredits and monitors assessment bodies," ensures quality, and reviews complaints regarding assessments.¹⁵⁴

¹⁵⁰ Government of the Republic of Kosovo, Administrative Instruction Nr. 8/2011 on the Pedagogic Institute of Kosova, 2011, at: <https://gzk.rks-gov.net/ActDocumentDetail.aspx?ActID=8065>.

¹⁵¹ Ibid, Articles 4 and 5.

¹⁵² KWN interview with Institute of Pedagogy, May 2015.

¹⁵³ Assembly of the Republic of Kosovo, Law No. 03/L-060 on National Qualifications, 2008, at: www.gazetazjrtare.com/e-gov/index.php?option=com_content&task=view&id=288&Itemid=28.

¹⁵⁴ NQA website, at: <http://akk-ks.net/en/nqa/about-us>.

Most of the NQA budget is spent on goods and services in order to pay experts in the process of accreditation and validation (see Table 56). Local experts cost €100 per day, experts from the region €200 per day, and international experts €400 per day.

Year	Employees	Total Budget	Wages and Salaries	Goods and Services	Municipal Expenses	Subsidies and Transfers	Capital Expenditures
2016	6	€236,696	€46,747	€187,949	€2,000		
2015	6	€235,837	€45,512	€186,995	€3,330		
2014	6	€283,884	€35,908	€244,646	€3,330		

The NQA has a Directing Council comprised of 13 people. Currently, it has four women (30.77%) and nine men (69.23%). The Director of NQA is a woman. Of the six employees, four are women. Overall women have been forecasted to receive 66.7% of the salaries and wages economic category in 2016 (Table 57).

Pay Level	Total Staff per Pay Level	# and % of Men	Amount Spent on Men	# and % of Women	Amount Spent on Women	Total Amount
201-400	0	0	€0	0	€0	€0
401-600	5	2 (40.0%)	€14,882.33 (43.0%)	3 (60.0%)	€19,702.67 (57.0%)	€34,585
600+	1	0 (0.0%)	-	1 (100.0%)	€10,062.00 (100.0%)	€10,062
Total	6	2 (33.3%)	€14,882.33 (33.3%)	4 (66.7%)	€29,764.67 (66.7%)	€44,647

Regarding NQA beneficiaries, perhaps it would be interesting to examine whether women or men tend to submit more complaints relating to assessments and if this varies at different levels of education. Perhaps tracking and monitoring such gender disaggregated data could enable the NQA to identify improved policies regarding the procedures of assessment.

Kosovo Agency for Accreditation

The Kosovo Agency for Accreditation (KAA) is an independent agency that evaluates, monitors, and promotes the quality of higher education institutions. KAA was founded in 2004.¹⁵⁵ Its work, responsibilities, and functions are primarily regulated by the Law on Higher Education in the Republic of Kosovo.¹⁵⁶ These responsibilities include the accreditation of public and

Year	Employees	Total Budget	Wages and Salaries	Goods and Services	Municipal Expenses
2016	9	€500,366	€71,356	€427,510	€1,500
2015	9	€536,539	€74,277	€460,762	€1,500
2014	9	€528,055	€62,895	€462,190	€2,970

private institutions of higher learning, as well as new programmes; and continued monitoring and evaluation of existing institutions and programs.

As Table 59 illustrates, KAA has nine employees, including a balance of women and men. However, since the highest pay level is held by a man, overall men have been forecasted to receive 60.4% of the wages and salaries economic category in 2016.

¹⁵⁵ Government of the Republic of Kosovo, Administrative Instruction 11/2004 on Establishing the Kosovo Accreditation Agency, 2004.

¹⁵⁶ Assembly of the Republic of Kosovo, Law Nr. 04/L-037 on Higher Education in the Republic of Kosovo, Art. 7.

Pay Level	Total Staff per Pay Level	# and % of Men	Amount Spent on Men	# and % of Women	Amount Spent on Women	Total Amount
201-400	0	0	€0	0	€0	€0
401-600	8	4 (50%)	€27,080.22 (49.0%)	4 (50.0%)	€28,236.54 (51.0%)	€55,316.76
600+	1	1 (100%)	€16,039.24 (100%)			€16,039.24
Total	9	5 (55.6%)	€43,119.46 (60.4%)	4 (44.4%)	€28,236.54 (39.6%)	€71,356.00

Historical Institute “Ali Hadri”

The Historical Institute has existed in one form or another since 1967.¹⁵⁷ Initially called the Office of History (*Enti i Historise*), it became an Institute in 1978 through a decision of the Kosovo Assembly. The Institute organizes scientific roundtables, conferences, and symposiums related to national history. Individual researchers carry out specific research. Currently the Institute focuses on the history of Kosovo and the Serbian genocide committed against Albanians in 1877-1999.¹⁵⁸ It also is involved in historical research and publishing.

Year	Employees	Total Budget	Wages and Salaries	Goods and Services	Municipal Expenses	Subsidies and Transfers	Capital Expenditures
2016	31	€424,306	€343,321	€77,985	€3,000		
2015	31	€375,847	€286,770	€86,077	€3,000		
2014	31	€335,005	€246,973	€79,032	€9,000		
2013	31	€340,005	€246,973	€84,032	€9,000		

The Institute currently does not have a Directing Council. Rather, the five heads of departments have played this role. The departments include Ancient, middle ages, new age, and modern times. Currently 30 people work at the Institute, including 18 men and 12 women, as one position appears to be open. While women are overrepresented at the lowest pay level, they are underrepresented at higher pay levels. Men have been forecasted to receive a higher percentage (60%) of the wages and salaries economic category than women (Table 60).

Pay Level	Total Staff per Pay Level	# and % of Men	Amount Spent on Men	# and % of Women	Amount Spent on Women	Total Amount
201-400	3 ¹⁵⁹	0 (0.0%)	€0 (0.0%)	3 (100%)	€11,831.00 (100%)	€11,831.00
401-600	18	13 (72.2%)	€21,933.90 (48.4%)	5 (27.8%)	€23,419.18 (51.6%)	€45,353.08
600+	9	5 (55.6%)	€73,814.00 (72.1%)	4 (44.4%)	€28,548.00 (27.9%)	€102,362.00
Total	30	18 (60%)	€95,747.90 (60%)	12 (40%)	€63,798.18 (40%)	€159,641.83

The goods and services economic category is spent on publications, scientific research, daily newspapers, automobiles, wages, and international visits. In the spirit of gender responsive budgeting, the Institute could track the gender of persons who receive financial support from the Institute for

¹⁵⁷ Historical Institute “Ali Hadri”, website, accessed on 5 March 2016, at: www.ihp-ks.org.

¹⁵⁸ Ibid.

¹⁵⁹ Note that the official numbers provided to KWN in this column seem to have been incorrect. KWN has calculated these numbers based on other numbers supplied in the table.

publications, research, and visits, respectively. This could identify whether inequalities exist with regard to these expenditures, so that the Institute could adopt policies towards furthering gender equality in the distribution of these resources, if needed.

With an official decision, the Ministry provides €500 for one week of research in the region. At minimum, the Institute organized three conferences per year. One Symposium costs €6,000 to €7,000, without publication costs. For publications, one book costs €2,500 for printing, without considering editing. With editing, it cannot cost less than €8,000, officials said. Sometimes the Directorate of Education assists with funding publications. However, officials reported that the Institute always has debts of up to €12,000 annually.¹⁶⁰

Municipal expenses cover telephone communication, water, and garbage. As Table 54 illustrates, last year the budget for municipal expenses decreased by €6,000, and this was transferred to goods and services in order to pay rent. The Institute has a small office space for the number of staff, they said.

Recommendations for All Institutes

- When job openings exist, utilize affirmative actions to recruit and hire the underrepresented gender, ensuring each gender's equal representation at all levels in accordance with the Law on Gender Equality. This could be achieved by offering women candidates additional points in the scoring of applicants, once minimum mandatory requirements are met.
- Identify more ways to mainstream gender in programs, projects, and research. This includes tracking whether these programs and projects tend to focus on and/or benefit women or men more, and then putting in place policies towards addressing any inequalities identified. For example, the Albanological Institute could ensure that its research looks at both women and men.

¹⁶⁰ KWN interview.

Annex 1. Students Registered and Graduating from University of Prishtina by Gender

Year	Department	Registered Students			Students who Graduated		
		Total # of Students	# and % women	# and % MMen	Total # of students	# and % of women	# and % of men
2014/2015	Philosophy	1,015	553 (54.5%)	462 (45.5%)	657	438 (66.7%)	219 (33.3%)
2013/2014		1,320	766 (58.0%)	554 (42.0%)	661	397 (60.1%)	264 (39.9%)
2012/2013		1,222	738 (60.4%)	484 (39.6%)	444	298 (67.1%)	146 (32.9%)
2014/2015	Mathematics and Natural Sciences	730	458 (62.7%)	272 (37.3%)	292	164 (56.2%)	128 (43.8%)
2013/2014		1,180	658 (55.8%)	522 (44.2%)	244	94 (38.5%)	150 (61.5%)
2012/2013		922	489 (53.0%)	433 (47.0%)	298	147 (49.3%)	151 (50.7%)
2014/2015	Philology	784	535 (68.2%)	249 (31.8%)	441	353 (80.0%)	88 (20.0%)
2013/2014		1,305	899 (68.9%)	406 (31.1%)	465	298 (64.1%)	167 (35.9%)
2012/2013		1,096	716 (65.3%)	380 (34.7%)	440	336 (76.4%)	104 (23.6%)
2014/2015	Law	1,648	873 (53.0%)	775 (47.0%)	808	452 (55.9%)	356 (44.1%)
2013/2014		1,590	832 (52.3%)	758 (47.7%)	-	-	-
2012/2013		1,458	704 (48.3%)	754 (51.7%)	558	302 (54.1%)	256 (45.9%)
2014/2015	Economics	2,157	949 (44.0%)	1,208 (56.0%)	1,312	802 (61.1%)	510 (38.9%)
2013/2014		2,796	1,169 (41.8%)	1,627 (58.2%)	1,167	681 (58.4%)	486 (41.6%)
2012/2013		3,250	1,425 (43.8%)	1,825 (56.2%)	984	534 (54.3%)	450 (45.7%)
2014/2015	Architecture	340	91 (26.8%)	249 (73.2%)	147	32 (21.8%)	115 (78.2%)
2013/2014		451	90 (20.0%)	361 (80.0%)	161	47 (29.2%)	114 (70.8%)
2012/2013		486	133 (27.4%)	353 (72.6%)	153	48 (31.4%)	105 (68.6%)
2014/2015	Electrical and Computer Engineering	487	159 (32.6%)	328 (67.4%)	162	72 (44.4%)	90 (55.6%)
2013/2014		728	200 (27.5%)	528 (72.5%)	151	54 (35.8%)	97 (64.2%)
2012/2013		505	163 (32.3%)	342 (67.7%)	120	38 (31.7%)	82 (68.3%)
2014/2015	Mechanical Engineering	714	133 (18.6%)	581 (81.4%)	117	25 (21.4%)	92 (78.6%)
2013/2014		357	22 (6.2%)	335 (93.8%)	96	17 (17.7%)	79 (82.3%)

2012/2013		397	56 (14.1%)	341 (85.9%)	89	17 (19.1%)	72 (80.9%)
2014/2015	Medicine	520	362 (69.6%)	158 (30.4%)	377	225 (59.7%)	152 (40.3%)
2013/2014		750	523 (69.7%)	227 (30.3%)	283	154 (54.4%)	129 (45.6%)
2012/2013		1,205	759 (63.0%)	446 (37.0%)	381	215 (56.4%)	166 (43.6%)
2014/2015	Arts	234	127 (54.3%)	107 (45.7%)	149	79 (53.0%)	70 (47.0%)
2013/2014		249	121 (48.6%)	128 (51.4%)	86	39 (45.3%)	47 (54.7%)
2012/2013		184	97 (52.7%)	87 (47.3%)	121	58 (47.9%)	63 (52.1%)
2014/2015	Agriculture	634	205 (32.3%)	429 (67.7%)	96	37 (38.5%)	59 (61.5%)
2013/2014		589	128 (21.7%)	461 (78.3%)	94	24 (25.5%)	70 (74.5%)
2012/2013		424	68 (16.0%)	356 (84.0%)	68	31 (45.6%)	37 (54.4%)
2014/2015	Sports	148	40 (27.0%)	108 (73.0%)	133	28 (21.1%)	105 (78.9%)
2013/2014		225	38 (16.9%)	187 (83.1%)	83	16 (19.3%)	67 (80.7%)
2012/2013		247	39 (15.8%)	208 (84.2%)	79	20 (25.3%)	59 (74.7%)
2014/2015	Education	658	607 (92.2%)	51 (7.8%)	1,007	743 (73.8%)	246 (24.4%)
2013/2014		1,313	1,164 (88.7%)	149 (11.3%)	313	245 (78.3%)	68 (21.7%)
2012/2013		1,757	1,492 (84.9%)	265 (15.1%)	393	266 (67.7%)	127 (32.3%)
2014/2015	Applied Sciences Ferizaj	527	195 (37.0%)	332 (63.0%)	39	9 (23.1%)	30 (76.9%)
2013/2014		293	87 (29.7%)	206 (70.3%)	47	13 (27.7%)	34 (72.3%)
2012/2013		168	44 (26.2%)	124 (73.8%)	58	14 (24.1%)	44 (75.9%)
Total		37,063	18,907 (51.0%)	18,156 (49.0%)	13,774	7,862 (57.1%)	5,894 (42.9%)

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