

Kosovo, Republic of

Country Overview

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Country name

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Introduction

The main focus of preschool education in Kosovo is to provide opportunities for all children to attend preschool education. Kosovo has legislation related to laws of preschool education, standards and curriculum, and in the organisation of preschool education in the public and private sectors. The main challenges in this realm includes providing access to preschool institutions for children from rural areas, vulnerable children and minority children, as well as organising adequate university training for professional staff. The main strategic objective for preschool education is to provide inclusiveness and participation of all children in preschool education.

Related to this state of preschool education and goals for the future period, Kosovo does not have specific, systematic, evidence-based programmes for the intervention and assessment of developmental skills in preschool children, as well as specific programmes for the intervention and assessment of social and emotional skills (SES).

Development

Education is one of the universal rights, and involvement of children in preschool education is recognized as a fundamental right of the child at the earliest age. Since 2015, the Law on Pre-University Education in the Republic of Kosovo made preschool education compulsory. Preschool education in Kosovo can be organised in school as a preschool class from 2-3 hours per day, in private and public kindergartens or preschool classes in the Community Based Centres, which are funded by the community and different donors (KOMF, 2014).

Reform of the education system in Kosovo represents an integral part of the overall changes in society. The education policy in Kosovo has transformed into modern processes with the goal of faster economic and social development, which implies the adaptation of the education policies to modern tendencies. The reforms in Kosovo have resulted with the adoption of important documents (Law on the Fundamentals of the Education System and the Law on Preschool Education; Education Development Strategy until 2020) which support improving the quality of educational, self-evaluation and external evaluation systems and established basic conditions for better access to quality and diverse preschool programmes. Related to these changes, the policies of preschool education, administrative instructions and the situation in practises do not match. The conditions for the implementation of the new curriculum are inadequate, because there is a lack of basic funds for the implementation of the curriculum (Ajvazi-Rama, 2019). Over the last year, Kosovo has increased the involvement of children in preschool institutions, and this was achieved mainly through private institutions. Generally, access for children in preschool education in Kosovo is low, especially in rural municipalities where it has been found that there is a lack of parental awareness regarding the importance of preschool education, learning and early childhood development. The other problem is the gap between services and non-majority communities like Roma, Ashkali and Egyptians and their social inclusion.

Assessment

To our knowledge, there are no specific and unique assessment measures for social and emotional skills at national level.

Intervention

The overview of literature shows no data in regards to the national systematic and certified programme of social and emotional learning for children. The goals and main activities related to preschool education in Kosovo are focused on increasing the number of children who attend preschool education, ensure inclusion of vulnerable groups and minorities (Roma, Egyptian, children with special needs etc.) and provide necessary resources and support of professionals in preschool institutions to implement new curriculums and methodologies of learning.

References

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Citation

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