



REPUBLIKA E KOSOVËS
REPUBLIKA KOSOVA
REPUBLIC OF KOSOVA

QEVERIA E KOSOVËS - VLADA KOSOVA - GOVERNMENT OF KOSOVA

STRATEGY FOR HEALTH PROMOTING SCHOOLS IN KOSOVO 2009 - 2018

October 2009, Pristina



REPUBLIKA E KOSOVËS
REPUBLIKA KOSOVA
REPUBLIC OF KOSOVA

QEVERIA E KOSOVËS - VLADA KOSOVA - GOVERNMENT OF KOSOVA

Ministria e Arsimit, Shkencës
dhe Teknologjisë

Ministry of Education,
Science & Technology

Ministarstvo za Obrazovanje,
Nauku i Tehnologiju

Ministria e Shëndetësisë

Ministry of Health

Ministarstvo Zdravlja

Ministria e Mjedisit dhe
Planifikimit Hapësinor

Ministry of Environment
and Spatial Planning

Ministarstvo Sredine i
Prostornog Plariranja

Ministria e Kulturës,
Rinisë dhe Sportit

Ministry of Culture,
Youth and Sports

Ministarstvo Kulture,
Omladine i Sporta

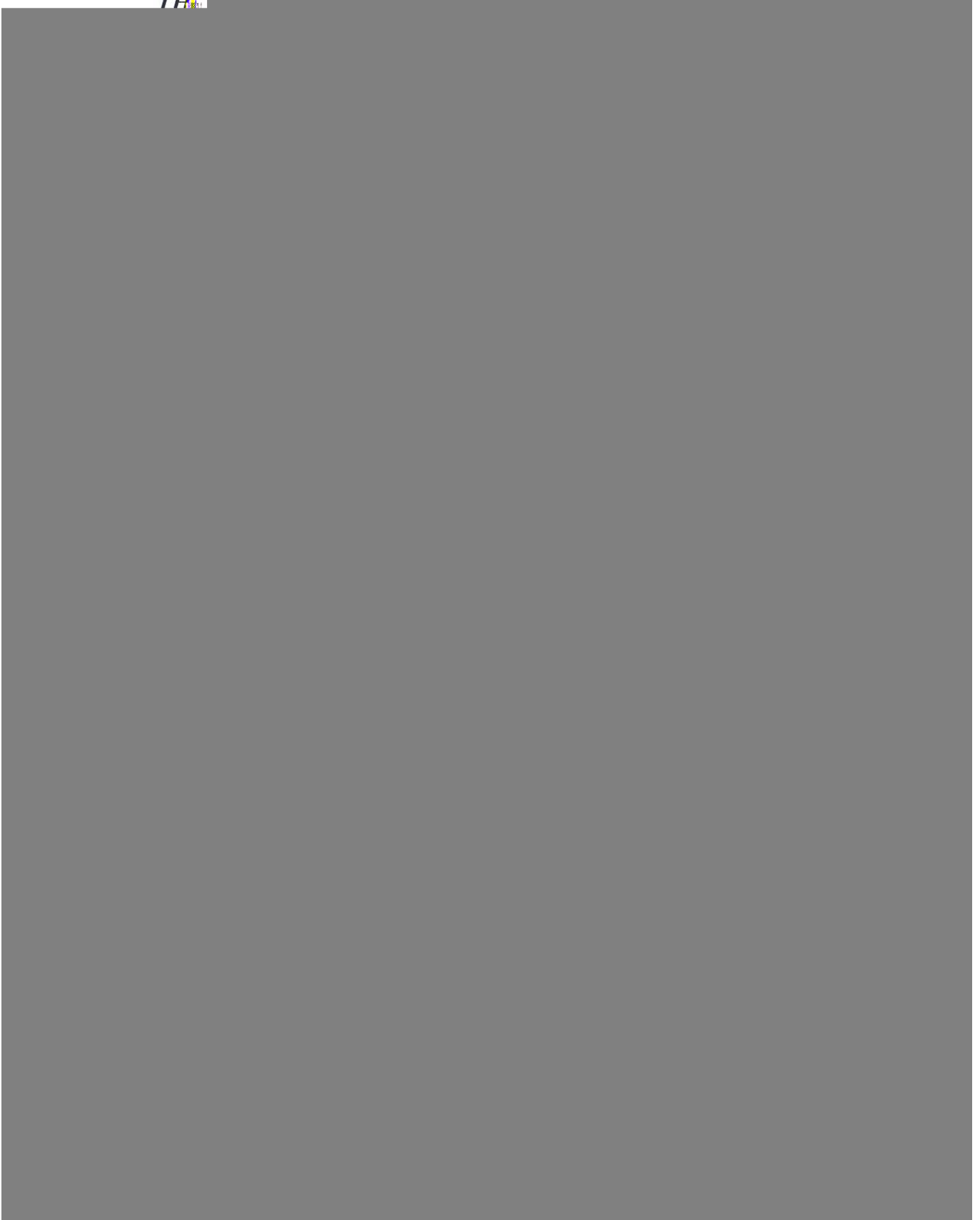
Inter-ministerial Committee for health promoting schools

STRATEGY FOR HEALTH PROMOTING SCHOOLS IN KOSOVO 2009 – 2018

October 2009, Pristina

peech on the Strategy for Health Promoting Schools

THE STRATEGY FOR HEALTH PROMOTING SCHOOLS



**List of participants who contributed in developing the Kosovo
Health Promoting Schools Strategy**

WORKING GROUP

Nezir Çoçaj, MEST
Leonora Shala, MEST
Fadile Dyla, MEST
Miranda Kasneci, MEST
Ramush Lekaj, MEST
Pashkë Buzhala, MoH
Mirushe Emini, MCYS
Ismet Potera, MESP
Bajram Kadriu, MESP
Ilir Begolli, NIPH
Igballe Krasniqi, REO- Prizren
Muharrem Peci, REO - Mitrovicë
Ardita Tahirukaj, WHO
Afërdita Spahiu, UNICEF
Ruhije Hoxha, IOM

PARTICIPANTS AT THE WORKSHOPS ON DEVELOPING THE HEALTH PROMOTING SCHOOLS STRATEGY

Enesa Kadiq, MEST
Radica Berishaj, MEST
Tone Buzhala-Gashi, MESP
Besim Kamberaj, MLAG
Nurishahe Hulaj, RIPH Prizren
Drita Salihu, NIPH
Demë Mulliqi, REO - Pejë
Zef Osmani, REO - Gjakovë
Bedredin Koro, REO - Prizren
Mujë Prekupi, MED - Lipjan
Alush Istogu, MED - Drenas
Dukagjin Popovci, KEC
Nexhip Sheholli, MoH
Sami Uka, WHO
Valerie Nizigama, UNMIK
Dren Rexha, UNICEF
Gordana Peroviq, UNICEF - Mitrovicë
Jasmina Antiq, Mitrovicë
Valentina Berisha, OJQ - DEA
Edmond Aliaga
Abdyl Taçi, School Director - Mamushë
Engjëllushe Susuri, Teacher - Prizren
Hyre Salihu, Teacher - Podujevë
Shyhrete Reçica, School Director - Lipjan
Luan Muja, pupil - Prizren
Shpejtim Kajdomçaj, pupil - Prizren

ABBREVIATIONS

KB	Kosovo Budget
PISG	Provisional Institutions of Self-Governance
MEST	Ministry of Education, Science and Technology
MEF	Ministry of Economy and Finance
MESP	Ministry of Environment and Spatial Planning
MCYSNR	Ministry of culture, youth, sport and non-residential matters
MH	Ministry of Health
MED	Municipal Education Directorate
REO	Regional Education Office
WHO	World health organization
UNICEF	United Nations Children Fund
IOM	International organization for migration

CONTENT

MINISTERS' SPEECH ON THE STRATEGY FOR HPS	i
WORKING GROUP	ii
ABBREVIATIONS	iv
CONTENT	v
STRATEGY OVERVIEW	viii
1. INTRODUCTION	1
1.1. The reason for drafting the strategy for health promoting schools.....	1
1.2. The basic demographic, social and economic data for Kosovo and the historical context of the development of education development in Kosovo prior to 1999	5
1.3. Current situation in education in Kosovo	8
1.3.1. Administrative system	9
1.3.2. Under graduation system of education	9
1.3.3. School infrastructure post 1999	10
1.4. Current principles and concepts of health promoting schools and those that provide a healthy environment in the world.12	
1.4.1. Concept and criteria of promoting schools as determined (defined) by WHO	13
1.4.2. Concept of friendly schools for children developed by UNICEF	15
1.5. Health promoting schools in today's Kosovar context.....	16
1.5.1. Socio-political context.....	16
1.5.2. Basic principles of health promoting schools in the Kosovar context	17
1.5.3. Achievements in the health promoting schools in post-1999 Kosovo.....	19
2. VISION	25
3. MISSION	25
4. STRATEGIC OBJECTIVES	26
4.1. Healthy and supportive environment by teachers, pupils and parents.....	26

4.1.1.	Awareness campaigns for environment and health ...	27
4.1.2.	Develop programs and materials for health and school environment.....	28
4.1.3.	Trainings of educational staff for approaches towards HPS.....	29
4.2.	Appropriate physical and healthy environment for teaching and learning (based on guidelines for the development strategy of under graduate education in Kosovo 2007-2018).....	30
4.2.1.	Improvement of the existing school infrastructure	31
4.2.2.	Monitoring of the new recreational school spaces	32
4.2.3.	Providing maintenance and protection of school facilities	32
4.2.4.	Equipping schools with teaching materials.....	32
4.3.	Sufficient human and material capacities	33
4.3.1.	Training the education personnel for health promotion	33
4.4.	Continuous and qualitative care for pupil’s health.....	35
4.4.1.	Protection and improvement of pupils health	36
4.4.2.	Protection and promotion of pupil’s mental health	37
4.4.3.	Protection and promotion of pupil’s emotional mental health	37
4.5.	Low level of violence within schools.....	38
4.5.1	Pupils, parents, teachers and other school staff are aware about the violence and maltreatment phenomenon	38
4.5.2	The protection network is created and functions.....	39
4.5.3.	The referral systems between schools and other community services are established.....	39
4.5.4.	Victims of maltreatments contact the protection network and ask for assistance	39
4.5.5.	The network responds to both parties, to the victim and to the perpetrator.....	39
4.5.6.	Monitoring and evaluation the measures implemented in regard to the violence in schools	40

4.6.	The satisfactory level of health and environmental culture of the pupils	40
4.6.1.	Preparation of the didactic materials for health promotion	41
4.6.2.	Organizing activities for health promotion of pupils, education employees, parents and community	41
4.6.3.	Cooperation of the school with other relevant institutions for professional services	42
4.6.4.	Establishment of groups for health promotion within schools	42
4.6.5.	Creation of mechanisms for self-evaluation	43
4.6.6.	Approval of the European practices and policies for health promotion schools	43
	ACTION PLAN AND BUDGET	45

STRATEGY OVERVIEW

In trying continuously to improve quality of life, dwelling at the school buildings, teaching, learning and assurance for equal treatment of all participants in the learning process, there was a need for drafting a comprehensive strategy that was named as strategy for health promotingschools.

For a long period of time schools and educations process in Kosovo with all other elements were left behind or there was a lot of pressure on them by the previous state systems. This has had impact in inheriting an old education system and an education system based on ideology, wherein the professional part and infrastructure were secondary. There was no institutional support for health and school environment therefore the social, physical and emotional welfare of pupils and educational personnel was ignored or completely abandon.

Based on a research conducted in July 1999, 132 schools were completely damaged. From 596 schools, 42 did not posses any toilets and 380 of them had toilets outside of the school building, about 132 schools had no water at all. Although, those schools that had water, the water pipes were located outside of the school building. IKSHP supported by UNICEF in 2002 organized similar research in 40 schools in rural areas in Kosovo, which were not connected with the water supply system.

The research concluded that 75% of the water resources in the tested schools were bacterially contaminated and more than 50% were chemically contaminated.

Many donors from different governments through organizations that have implemented various programs have contributed in the improvement of the situation, damages and problems in all spheres of life, especially in education.

Even though their contributions were quite considerable, the needs were much higher. In the researches done prior to 2000 related to the knowledge's, behaviours and practices of the smoking habits, drugs and alcohol was concluded that a huge number of pupils, young ages, have started to smoke and use drugs or drink alcohol. Meanwhile, these substances are being abused by the pupils and itself education employees. Knowledge on HIV/AIDS and other sexually transmitted diseases, and reproduction health, is in a very low

level and even more critical is the scale of perception of danger from these possible infections or unwanted pregnancy and abortions.

Based on the study conducted by MEST and UNICEF in Kosovo, on the "Violence against children in schools, 2006" many children have declared that people that most often use violence against them are relatives.

Many say that boys are more endangered by their physical violence whilst girls are more endangered by verbal misuse.

Since 2004 there were a lot of serious efforts made, that groups of experts from several ministries involved, as the Education, Science and Technology, Health, Environment and Spatial Planning, by MCYS / Department of Youth, National Institute of Health Public Kosovo, UNICEF, WHO, IOM and other individuals - experts in the field of education, and in the field of health, - in drafting a strategy to support further development of the concept and the institutionalization of health promoting school.

It was decided that the drafted strategy will be implemented in two phases: the midterm strategy that will include the first period of implementation and will last for 5 years, and long-term strategy that will include the period until the end of 2018.

Comprehensive school health today is defined as an integrated approach to health promotion, with the aim of educating, providing information and opportunities to create the right approaches about health and to learn and implement healthy behaviours.

This concept aims to change not only the behaviour of students, but also the education staff and the environment in which these students live, learn and work.

Initiative for health promoting school is defined as health promoting program in the school to which schools will use the principles defined in the WHO initiative for health promoting school and to actively participate and implement programs to cover curriculum and school facilities, including family members of students and the community as a whole.

The objective of health promoting schools is to support schools and develop effective policies and programs that will strengthen and make the environments where such policies and activities are implemented healthier and more stable.

WHO concept of health promoting schools is to achieve a healthy life for the entire population that interacts with the school environment and to create a supportive environment accompanied by the promoting of health.

This concept creates an opportunity, but also requires a pledge, commitment, preparation, and health improvement, social and an adequate physical environment. In the focus of the schools that promote health are young people.

The concept of schools "Child friendly", developed by UNICEF, aims to contribute in ensuring that all children's rights are respected and monitored. The concept was developed within the general framework of the Convention on the Rights of the Child and the Convention on the Elimination of all Forms of Discrimination against Women.

The concept of "Child friendly" schools is based on this policy and intends to facilitate the development of local specific approaches towards the process of school improvements. "Child friendly" school is defined as healthy, efficient and protective school, in which family and community are actively involved.

Today in Kosovo schools, in subject programs for all classes and ages of children, health education can be treated as optional subjects (choice).

School decides as per the choice of students, which of the subjects within the recommended health education are to be selected and learned. This can be done as a subject or course chosen by students, if at least 15 students declare themselves for that subject. Health education programs in other subject programs are treated as inter-program part.

Vision

An efficient system, within the available capacities, which provides an open and incentive school environment for active participation, where each and every one would feel safe, equal and happy, an environment that would be ready for adoption of acceptable international standards.

Mission

Providing a healthy and friendly school environment, secure through health education, promoting of environment protection and strengthening partnership within schools, parents and communities.

Strategic objectives

During the exercises in the workshop organized, which aimed to help in the process of drafting the strategy of health promoting schools, groups of experts in various fields identified 6 strategic objectives, which must be met in the stipulated period. These objectives are:

4.1. Supportive environment by teachers, pupils and parents.

4.2. Suitable and healthy environment for teaching and learning

4.3. Sufficient human and material capacities

4.4. Continuous and qualitative care for pupils

4.5. Low level of violence within schools

4.6. The satisfactory level of health and environmental culture of the pupils

In order that the implementation of the objectives are pursued and verified, the relevant indicators are determined as well. At the same time, in order to achieve the set objectives, necessary activities are specified, through which the strategy for health promoting schools will be implemented. In practice, activities can be considered also as special projects in the further development of the strategy implementation.

1. INTRODUCTION

1.1. The reason for drafting the strategy for health promoting schools

For a long time schools and education in Kosovo, with all other elements, have either been neglected or there they were pressurized in different manners from previous systems state.

This has led to inherit a threadbare education system and based on ideology, where the professional part and other infrastructure have been secondary. Most school facilities, furniture and other teaching tools, were outdated and not in harmony with educational and health standards known widely.

There was no care at all for the health and school environment and in this manner the social, physical and emotional welfare of the students and staff was ignored or completely neglected.

Based on a research conducted in July 1999, 132 schools were completely damaged. From 596 schools, 42 did not possess any toilets and 380 of them had toilets outside of the school building, and about 132 schools had no water at all.

From those schools that had water supply, more than half of them had water supply system outside the school building.

Based on the evaluation of the education system organized immediately after the war it was recommended to conduct a research on the water quality and as a result, IKSHIP supported by UNICEF in 2002 organized similar research in 40 schools in rural areas in Kosovo, which were not connected with the water supply system.

The research concluded that 75% of the water resources in the tested schools were bacterially contaminated and more than 50% were chemically contaminated. About 80% of the tested schools had no potable water.

Due to this research and these conclusions, the Ministry of Education, Science and Technology initiate the establishment of an inter-ministerial body, which would make an action plan to address this issue.

Ministry of Education, Science and Technology has been informed about the situation in 2003, in order to advocate to potential donors to implement a more efficient and healthier supply towards educational institutions of Kosova.

Due to limited financial opportunities and orientations and interests toward other objectives of the decision-makers and donors, it was not possible to achieve more with schools that had problems with potable water.

This alarming situation regarding potable water, which puts at high and continuous risk all participants within the educational institutions, but also a community with high potential of an epidemic outbreak, which would have large dimensions based on the number of high school students in Kosovo, and it is an additional reason that the concept of health promoting school program to become a program of the government of Kosovo.

This situation has led to mobilize significant factors (decision-makers) to improve the situation in Kosovo schools and Kosovar education system. Many donors from various governments, through organizations that have implemented programs, have contributed in improving the situation, repair the damage and cope with the stagnation in all spheres of life, especially in education. Although their contributions were significant, the needs were much greater.

In order to create optimal conditions for efficient education of the citizens of Kosovo there are continuous efforts that this optimal education to be achieved through the creation of an environment which will promote health as a key attribute of the participants in the learning process. All the aforementioned should start from students, teachers and parents or guardians up to the community as the ultimate beneficiary.

In the researches done prior to 2000 related to the knowledge's, behaviours and practices of the smoking habits, drugs and alcohol, it was concluded that a huge number of pupils, young ages, have started to smoke and use drugs or drink alcohol, by damaging and reducing to the maximum their process of formation as useful and healthy citizens.

Meanwhile, these substances are being abused by the pupils and itself education employees. Knowledge on HIV/AIDS and other sexually transmitted diseases, and reproduction health, is in a very low level and even more critical is the scale of perception of danger from these possible infections or unwanted pregnancy and abortions.

Based on the study conducted by MEST and UNICEF in Kosovo in 2006, on the "Violence against children in schools, many children have declared that people that most often use violence against them are relatives.

Many say that boys are more endangered by their physical violence whilst girls are more endangered by verbal misuse.

In general, for children between 6-11 years of age, street is considered the most violent place, and approximately 75% of their claim that violence has occurred there, 27% said that school was the scene of violent events and 12% cited home as violent place; 37% of elder children considered the violence against children in schools as a widespread phenomenon in Kosovo, 6% of children aged 11-18 years claim to have experienced sexual violence by teachers, while 7% of children aged 6-12 years have acknowledged that they have witnessed sexual harassment cases.

These researches associated with everyday health information, pose the need to compile documents and undertake actions aimed at prevention, treatment and reducing the potential threat of all these phenomena and problems, which impact more and more the individual, school and community.

Since 2004 there were a lot of serious efforts made, that groups of experts from several ministries involved, as the Education, Science and Technology, Health, Environment and Spatial Planning, by MCYS / Department of Youth, National Institute of Health Public Kosovo, UNICEF, WHO, IOM and other individuals - experts in the field of education, and in the field of health, - to draft a strategy to support further development of the concept and the institutionalization of health promoting school.

The new strategy should be based on strategies already developed for education, health, environment, youth action plan and other important documents that are related to giving support to the concepts and philosophy that provides broad concept of health promoting school.

Naturally, this stage could not be reached immediately, given the emergency situation of education in Kosovo after 1999, and the serious destruction throughout Kosovo and especially the education system since 1981.

Schools in many settlements were destroyed or damaged to the extent that it was impossible to conduct even the simplest process of education, and to create an environment which promotes health of all participants in education and community, which primarily is liable to implement these preconditions.

Since 2003, the Committee on health promoting schools started to function, which is a multi-disciplinary body. Later, in 2005, with the decision taken by

the Government of Kosovo, there was an involvement of a coordinator, who was considered as a civilian staff and who co-ordinates the activities of the committee.

While the committee continued to be led by its members according to the rotation system it was decided that coordinator should operate within the MEST, but should report to the three following ministries: MEST, MoH and MESP.

It should be underlined that since the establishment of the committee a representative of the Department of Youth (MCYS) has given a great contribution.

During 2006 a workshop was organized for the purpose of determining the direction in which the future strategy should be developed for health promoting schools.

This framework, developed with active participation of all official structures and interested individuals, is designed as such, to implement the basic principles of health promotion school in Kosovo, based on the local opportunities and respect for human and financial resources and associated infrastructure.

It was decided that the drafted strategy should be implemented in two phases:

1. The midterm strategy that will include the first period of implementation and will last for 5 years, and
2. The long-term strategy that will include the period until the end of 2018.

This division has been able to give the opportunity to Strategy implementers and leaders, to make corrections within it, based on domestic and foreign estimates that would eventually become this document in certain periods of time.

At the end of 2006, a 2-day workshop was conducted with participation of different levels from the decision-makers to those who will directly implement the Strategy, in order for them to participate directly in drafting the strategy based on the Framework created in the first workshop in early 2006.

1.2. The basic demographic, social and economic data for Kosovo and the historical context of the development of education development in Kosovo prior to 1999

Kosovo is a Southeast European country, which has an area of 10,887 square kilometres (km²) and approximately 2.2 million inhabitants. Most of the population is constituted by Albanians (about 88%). On minorities, Serbs are the largest number, approximately 7%, and the rest about 5% are other minorities as Turks, Bosniaks, Gorani, Ashkali, Roma, Egyptian and Croatian. The population of Kosovo is young, nearly 50% are younger than 20 years or 60% of the population is aged 0-25 years.

The age structure of population is as follows: the age group of 0-6 years are 428791st or 18.0%, from 7-19 years old are 714651st or 30.0%, from 0-19 years old are 1,143,442 or 48.0%, 37.35% of the overall population belongs to age group of 0-14 years, 57.85%, under age 25 and only 4:44% of the population are over 65. Women of fertile age (15-49 years) participate with 23%, while the average age of the population is 25 years.

After World War II, without the will of its people, Kosovo remained under the administration of former Yugoslavia, although its population gained some right to be educated.

At that time there was no proper system of education in Kosovo and the whole education policy was led by Belgrade and, consequently, the population in greatest measure was uneducated. Initially Kosovo had 57,120 pupils and 777 teachers, and most of whom were Serbs.

Over the years, Kosovo gained some rights in the education system and in 1970 gained the right to establish the first University of Kosovo. In 1980, the Kosovo education system numbered 358,521 pupils and students and 17,751 teachers and other education workers.

Development of education at all levels and overall development of Kosovo society was banned by the Belgrade government in 1989, when the Kosovo's autonomy was abrogated.

Such action stopped the development and the possibility to undertake the systematic reforms that were undergoing all over the world.

During 1989/1999, in many public areas in Kosovo took place the so-called "parallel system", and in those circumstances the educational system was organized through its parallel structures at all levels.

The mechanisms established institutional opposition, through the legitimate representative of the people and in order to realize the goals, structures were built independently of the education system under the leadership of the Ministry of Education and Culture in exile, and the League of Kosovo Albanian Teachers.

In 1991 it was decided to work on an independent system of education, when in Kosovo there were 452 elementary schools, 67 secondary schools, 1 university with 14 faculties and 7 high schools - with a total of nearly 400,000 pupils and students, and 21,000 education workers.

Such organization was considered as a special functioning body of education system for 10 years continuously under classical military occupation, when many students, parents, workers and leaders of education in Kosovo suffered.

Despite the obstacles and violence exercised, Independent Education System of Kosovo achieved to:

- Preserve the functioning of institutions and the continuation of the process of education;
- Support students, education employees and their families financially in Kosovo and prevent the mass departure of the population;
- Serve as dough or the main component of proper institutions building of the state of Kosovo and successfully opposing the Serbian regime attempt to establish a Serb imposed system of education.
- Develop curriculum plans and new programs, without ideological influences, and to publish textbooks on the basis of new plans and programs.

However, along with many positive results that were achieved in this field, development of education in Kosovo, for a long time in abnormal conditions, and especially in terms of escalating the war in 1999, had many consequences such as:

- Secession of the education system from the normal flows;

- Inability of teachers to be prepared in accordance with the requirements of new education approaches, although this did not happen elsewhere in the region in more advanced approach and
- Destruction of infrastructure and school facilities.

However, benefits from the politics of independent self-organizing system of education in Kosovo were much larger than the negative consequences that it brought.

Since 1998, the war began between the Albanian population, led by the KLA, and Serb paramilitary and military forces. This struggle will reach its peak in March 1999, when NATO started its military operations.

Conflict preceded a massive violent expulsion from Kosovo of nearly 1. 400. 000 inhabitants of Kosovo, mostly Albanians.

Since the end of the war, the United Nations issued Resolution 1244, which established a protectorate and international governance, combined with local factors. Since that time in Kosovo are still present structures of NATO, through KFOR as a military force and UNMIK as international administrative structure.

Provisional Institutions of Self-Government (PISG) had considerable autonomy in decision making. Ministry of Education, Science and Technology is highest education authority. Officially, Kosovo is divided into 30 municipalities.

Most of the population have returned to Kosovo post war and after NATO forces arrival, however not all of them returned to their homes.

According to the World Bank reports, over 40% of the population lives in poverty and 12% of the population lives in extreme poverty.

A part of economic goods is still provided by family members living abroad in Diaspora.

Some of socio-demographic indicators in Kosovo

Indicators	Value
Population	2,382,000
Overall density (inhabitants for km ²)	218
Urban population	37%
Annual natality	2.1%
Women as householders	10%
Population aged under 20 years old	48%
Children (0- 19)	F=23% M=25%
The working age (20 - 64)	F=23% M=24.5%
The population of elderly (65+)	F=2.4% M=2.1%
The average age of expected life (those born 1990-1995)	72.0
Men	71.5
Female	76.6
% Of households with electricity	92%
% Of households with toilets within housing unit	28%

Social conditions, cultural as well as the behaviours have changed a lot after 1999, especially in the urban areas, less in the rural areas.

Gender equality has begun to take a new dimension in Kosovo, with efforts to put woman in an equal position in many spheres of life.

Social and economic conditions continue to put pressure on many young people and entire families, who try to migrate out of Kosovo. There are also attempts to drop-out the regular school; a phenomenon that is mostly common for girls.

1.3. Current situation in education in Kosovo

According to statistics, school banks today are about 1/4 or 1/5 out of the total number of residents.

For lack of a census, we do not have data on the total number of children, but one can discuss the involvement of children in educational institutions in Kosovo (how many students are involved in education). Out of 2 million residents, that Kosovo has, the education system has over 450,000 students.

1.3.1. Administrative system

Ministry of Education, Science and Technology is responsible for formulating, developing and implementing policies and strategies in the field of education.

This has to do with a part of the funding that is provided by the Kosovo Consolidated Budget, by the Ministry of Economy and Finance.

MEST, by conducting the process of decentralization, has 7 Regional Education offices, led by regional education officials, and 30 units within municipalities, appointed as Directorate's of Education, led by municipal directors of education. Municipal directorates report to the municipal assemblies, respectively local authorities, whilst Regional offices report to the Ministry.

In financial terms, MEST is obliged to take care for issues related to curricula and training of educational personnel, and municipal departments to ensure maintenance of school infrastructure.

1.3.2. Under graduation system of education

In Kosovo the basic education system is divided into primary education, which includes class 1 to the 5, then in lower secondary education, which includes grade 6 to the 9 and in higher secondary education, which includes classes from 10 to 12, respectively, for vocational schools up to grade 13. Education is compulsory for all up to grade 9.

It is worth mentioning the fact that, in addition to the aforementioned the pre-schooling system institutions for the education phase of preparing children aged over 3 years until the start of their regular schooling, also provide health education, general skills and basic education. Inclusion in the 2005-2006 school year, according to the data, is as follows:

In preschool institutions (43 buildings) are involved 5191 children from 9 months till 5 years old, while aged 5 to 6 nearly 20,750 children. Some of the private preschool institutions are licensed, and some are undergoing the process of licensing. There are 35 centres with 900 children named as Community Based Centres (CBC), including rural areas.

In primary and secondary schools we have the following involvement: In more than 1,100 primary schools (mother schools separate classes), that Kosovo has, teaching primary and lower secondary 322,180 students attend while 74,781 pupils attend 108 secondary schools in higher secondary school

(mother school and separate classes) - of Kosovo. We also have 11 private schools of different levels of pre-university education.

Special Education - allegedly in Kosovo, based on data from the Special Education Unit and FSDEK's, has around 40,000 people with special needs, among them 12,000 children of school age with minor injuries, - 884 pupils are involved in 7 schools.

1.3.3. School infrastructure post 1999

Achievements

It took significant investment by many international donors, local institutions, but also community investments, to enable a start in relatively normal conditions of the school year in 1999-2000. International donors, led by UNICEF, the European Agency for Reconstruction (early ECHO), and other donors, as the Islamic Development Bank and individual countries, like Germany, Switzerland, Holland, Denmark, Japan, and others, invested considerable sums to create physical conditions for the organizing the learning process after the last destruction of the nineties and the lack of any maintenance by the state in Kosovo schools for more than twenty years. These efforts, along with equipping the schools with different tools and information technology, and development of programs to promote healthy schools, influenced in improving the environment for teaching and learning and, as a result, for the creation of preconditions for more qualitative learning process. In a later stage there were efforts made to improve the infrastructure in order to meet the requirements of children with special needs, in accordance with a comprehensive education policy. After 2002, there was a gradual shift of the burden of investment in infrastructure from different donors to the local institutions. In the period 2002-2005, MEST has funded the renovation of 39 school facilities, with total value of € 1.8 million, and construction of 28 new school buildings, worth more than € 8 million.

Weaknesses

All these efforts gradually improved significantly the physical education conditions in the education system in Kosovo. However, until 2002 these investments are made only in accordance with community requirements and evaluation based on various donor organizations. At that time lacked a planned and systematic approach to tackle the problem of school

infrastructure. An exception was the database created by International Management Group (IMG), agencies funded by the European Union, involving all school facilities that were recorded or surveyed in 1999. Thus, most of the schools built after the war, were built in the places of the old school pre-war. There were also extreme cases, when it was not taken into account movement of population from an area (mostly rural) and the new school was built for the needs of a very small number of students. One such inconsistent movement between demographic and school construction and renovation had occurred in many parts of Kosovo and, consequently, some cities have come up with overcrowded schools and taught in more than two shifts, as long as in some villages there were possibilities in developing the learning process during the whole day. For lack of an organized action, there were also cases of installation of computers and modern technology in school buildings that had continuing of power cuts.

On the other hand, there were numerous constrains in the way of maintenance and management of new school facilities, lack of community cooperation, the complex financial management and procurement procedures, lack of budget for maintenance management, bad management or mismanagement of tools and equipment provided, and many other misuses , which have influenced the decline of the effect of significant investments in this sector and the decline of quality of work due to physical infrastructure.

This situation requires well planned effort to maximize the effect of invested assets after the war and to produce more quality educational services per unit of invested assets. It is quite certain that ensuring the best technological conditions and expansion of physical space, will impact on improving the quality of learning. Planning measures to ensure learning at least in two shifts until 2010, and ensure balanced development of technological infrastructure between rural and urban areas - remain two main challenges to this strategy and to the work of educational institutions in the medium-term future period.

These problems, along with greater prioritization of information technology in the education process, are addressed by relevant groups and have proposed concrete measures to improve the situation, so that ultimately the information technology and infrastructure would be a in a direct function of raising the quality.

1.4. Current principles and concepts of health promoting schools and those that provide a healthy environment in the world

Today in the world are present many approaches related to the fact that what really should be the school that will meet all or most of the conditions, to fulfil the key elements of health promoting school.

Given that the label itself is also mentioning health and its promotion, one should give few related definitions.

Comprehensive school health today is defined as an integrated approach to health promotion for the purpose of education, providing information and opportunities to create the right attitudes about health and to learn and implement healthy behaviours.

This concept aims to change not only the behaviour of students, but also the education staff, the environment in which these students live, learn and work.

Definition of school within this concept is also more comprehensive and includes not only institution that provides primary and secondary education to pupils of age 19, but also all those which as programs have developed based on the education process no matter whether they use the school premises. Also, this development of programs can include also the parent and education staff, but also all the participants from the community, who wish to join the program activities.

Promoting health in school is defined as: programs leading to improvement, advancement and preservation of health, but also timely identification and treatment of diseases or deviations that caused damage to the health of participants in the education process.

Initiative of health promoting school is defined as health promoting program in school, in order for schools to use the principles defined in WHO initiative for health promoting school, and participate actively implement the programs, which cover teaching programs in school, and school environment, including family members of students and the community as a whole.

The process of health promoting school ensures that schools take care about the social welfare to the environment where physical and mental health, and safety of all participants in the educational process is supported in the form of partnership with family, community and participation of government and non-

governmental bodies within the community. Such schools can create alliances by being included in the health promoting schools networks in Europe.

The objective of health promoting school is to support schools and develop effective policies and programs that will enhance and make the environments, in which such policies and activities will be implemented, more healthy and stable.

To follow up on the implementation of the processes of health promoting school, control and monitoring is ongoing activity in order to determined levels, effectiveness and quality of processes:

- Character and school environment
- Quality of teaching and learning
- Quality management of the entire process by embracing the connections realized with families, community and influential individuals and associations

Following the quality of the implementation, carried out simultaneously on a successful process of teaching and learning and developments becoming more efficient, advancements and interventions in the school policy, having as target realization of an environment that provides overall progress.

1.4.1. Concept and criteria of promoting schools as determined (defined) by WHO

The WHO's concept for health promoting schools, is to achieve a healthy lifestyle for the entire population and the school environment by creating a supportive environment that will result in promoting of health. This concept creates an opportunity, but also requires a pledge of commitment, preparation, health improvement and social and adequate physical environment. Young people are in the focus of schools that promote health.

Schools that promote health encourage healthy behaviour and simultaneously make known the fact that the responsibility for improving health, not only depend on the individual, but is a joint responsibility with the participation of all members of the community in order to promote health.

Criteria for health promoting schools have the following requirements:

- Health promoting schools should provide a safe and stimulating environment which will stimulate the students and all participants in the realization of the learning process, in order to be healthy and safe, both within and outside school.
- Health promoting schools should promote self-respect and confidence through the provision of opportunities for all participants in the process of learning and school community, to contribute to school life, by giving them skills to take initiatives, to make selection and be responsible for their health and health of others.
- Health promoting schools should create an environment within the school, which creates friendship, respect and consideration for others, in order to enable, as individuals and interest groups, to contribute through the skills and qualities that they dispose.
- Health promoting schools should formulate, to regularly review and implement various policy issues related to health promoting schools and with students and educational personnel, based on school goals and objectives.
- Health promoting schools should plan and implement a curriculum that promotes health and wellbeing, which are in accordance with the requirements recognized by law and which have access to all students.
- Health promoting schools should challenge students and teachers within a broad spectrum of physical, academic, social activities as well as community one.
- Health promoting schools should provide a connection with parents or guardians as well as other schools of the community, through initiatives related to health.
- Health promoting schools should use effectively and appropriately the services that could be implemented through advices, support, services or other contributions, which will result in promoting of health, positive behaviour and successful learning.

The fundamental values of the initiative on health promoting the schools, which is done through partnerships, could create also respect for yourself, respecting differences in others, respecting environment, use the entirety

offer that schools make as educational programs, family and community with all the possible spectrum of individuals, interest groups and governmental and nongovernmental institutions, related to the concept of health promoting schools. In such environments it is possible that learning is a continuous and consistent process for a lifetime.

This will enable each person to contribute for the family and community, by implementing and putting into practice skills that they have learned during their lifetime.

1.4.2. Concept of friendly schools for children developed by UNICEF

Within the general framework of the Convention on the Rights of the Child and the Convention on the Elimination of All Forms of Discrimination against Women, the program aims to contribute to ensuring that all children's rights are respected and monitored.

The main objectives of the program are:

- a) To improve social services and to empower families with knowledge and skills to create opportunities to ensure that babies and children are healthy, emotionally secure and able to learn in a safe environment;
- b) Contribute to universal access to qualitative formal and informal education and to reduce the percentage of abandonment of education, particularly girls and minority children;
- c) To provide children with the skills necessary to become healthy, active and responsible citizens;
- d) To contribute in improving policies and legislation for children who need special protection, and presentation of family-based alternatives.

The concept of "Child friendly" schools is based on this policy and its intention was to facilitate the development of local specific approaches to school improvement processes. "Child friendly" School is defined as a healthy, effective and protective school, in which are actively involved family and community.

1.5. HEALTH PROMOTING SCHOOLS IN KOSOVO CONTEXT

1.5.1. Socio-political context

The period when strategy was supposed to be drafted was closely linked with the situation when Kosovo was found in a vacuum of its political status. In this situation, Kosovo must meet many standards set by the international community, which affect the standard fields of education, health, and environment. With regard to this, should be noted that there is a unique system in the three areas mentioned, stressing that the current leadership of these sectors depends on political influence. More specifically, a part of it is coordinated by PISG structures and UNMIK and, on the other hand, parallel structures, which have influence from Serbia.

A final non-determination of policies to be applied in these three areas has left a void and even stagnation at the policymakers and decision makers on the approach that future strategic orientation will take. More specifically, this means whether these three areas of life would be important for future governments, namely whether they will have priority in financial terms. Secondly, there is strong tendency for a privatization of education and health care, and this will also affect the movements in terms of financial priority by the Government in the future regarding attitudes to health promoting school. Funds allocated from KCB for the purpose of the process of education, environment and health, are insufficient because the resource of budget is small production, and very limited ways of collecting funds in the budget does not provide a long-term financial sustainability and it is not very promising.

All these disable the possibility to see the education, health and environment, but also other factors that affect student, readership, family and community, as separate fields in relation to the dynamic events in the European integration and follow changes that occur in European countries. It is precisely here that we have to impact as soon as possible if we want to join the integration processes.

HPS's purpose and objectives are as follows:

- Achieving a healthy way of living for the entire population of school and community as a whole

- Creating a healthy and stimulating environment for learning and teaching
- Building individual skills (strengths)
- Strengthening cooperation between the school and community
- Strengthening cooperation between different sectors, such as education, health, environment etc.
- Develop and implement regulations and structures that support health practices within and outside school.

1.5.2. Basic principles of health promoting schools in the Kosovar context

The European principles for health promoting schools since 1996 are given priority, namely: democracy, equality, empowerment, racing activities, school environment, curricula, and training of educational personnel, measuring the success of cooperation, community and sustainability. In some models of development within Europe are adapted local foundations, principles, which, as in Scotland, include activities in the form of partnership, creating a positive character, environment improvements, more related work with families and parents, providing an effective co-ordination, improving and expanding the curriculum, health and welfare considerations for staff.

Principles on which the strategy, on health promoting school in Kosovo, are based, are the same principles that the education system is based, by adding the basic principles of health, basic principles of environment and its impact on education and health.

Principles, on which the education system is based, are as follows:

- The development of personality, talent and full potential of mental and physical abilities of students,
- Respecting human rights and fundamental freedoms, announced in the Charter of the United Nations and the European Convention for the Protection of Human Rights and Fundamental Freedoms,
- Development of a sense of respect for parents and teachers, cultural identity, language and values of the nation and the values of

communities and other civilizations, which are different from his civilization,

- development of a sense of respect for the environment and preparing students for a responsible life in a free society, in the spirit of understanding, tolerance, gender equality and friendship among all peoples, ethnic groups, religious and national origin persons from the same country.

Pursuant to the Law on Primary and Secondary Education, enrolment and progress through all levels of primary and secondary education in Kosovo, is enabled without direct or indirect discrimination, for real or alleged reasons, relating to gender, race, sexual inclinations, physical and intellectual shortcomings or other disabilities, marital status, colour, religion, political or other opinions, national origin, ethnic or social origin, affiliation to a national community, property, place of birth or other circumstances of the student or his family.

In terms of health system, basic principles are: equality, quality, honesty and responsibility, inclusion and non-discrimination, correct treatment of citizens based on the law. Another health principle is the full respect of human rights and fundamental freedoms, as defined by international conventions, providing full access to healthcare at all levels and for all citizens, by providing, for persons with disabilities easy physical access to institutions. During the implementation of health care, health care institutions and personnel take care that this is happening by the application of international and ethics standards, and protecting the interests of users of health services. Non-discrimination and inclusion (comprehensiveness) are provided with equal health care for all citizens, by providing standards for meeting the requirements at all levels of health care and providing health care without discrimination on the basis of gender, nation, race, colour, language, religion, political opinion, social status, property status, degree of physical and mental abilities, family status and age.

As per Kosovo Health Strategy, 2005-2015, issued by the Ministry of Health, among many other goals are also determined to reduce mortality and morbidity and improving growth and psycho-physical development, improvement of reproductive health promotion of immunization, improving youth health, smoking reduction with special emphasis on youth. Prevention

of addiction to drugs and dangerous behaviour, with particular emphasis on young population. Improve mental health of adults, children and adolescents by developing mental health services based in the community. To influence the reduction or to completely eliminate the numbers of suicide attempts incidents. To reduce the number of contagious and non-contagious diseases, with special emphasis on TBC and HIV / AIDS. To improve oral health. To give priority to the prevention programs and to reduce inequalities in health status. To create programs and to support improved nutrition. To encourage increasing the level of physical activity and healthy development of the natural environment. Reduce the number of traffic accidents and to ensure health services accessible and appropriate for all socio-economic levels and ethnic groups.

Basic principles of environmental education and its impact on education and health are the following: The principle of environmental education, based on sustainable development; principle of awareness and participation in decision-making; The principle of integration of environmental issues in curriculum and their harmonization with other content; principle of care and prevention of negative actions on the environment; principle of individual responsibility towards environmental actions; principle of staying active to negative actions on the environment; principle of care for environmental values / natural; principle of continuous training of teaching staff in the field of environmental education; principle of mutual interaction to negative environmental phenomena.

1.5.3. Achievements in the health promoting schools in post-1999 Kosovo

From 1999, after the war in Kosovo, have immediately started the physical interventions in the infrastructure of educational institutions at all educational levels, to create basic conditions for continuing the education process. Also, the changes began to improve educational skills and supportive body, in order to increase the quality of teaching and learning. Many local and international experts within government institutions and nongovernmental were active participants, having a high motivation in these processes.

Situation when part of the Albanian-language education was given a strong institutional punch, as long as education and health generally were attributable to a centralized system, where the student was not in the central

position of attention, became an excuse to intensify activities in all areas in order to increase the management capacity, educational, administrative and all personnel engaged in the educational process.

UNICEF, as the leading agency for Kosovar education support in the emergency phase, coordinated the repair and rehabilitation of schools destroyed during the recent conflict in Kosovo and also helped directly in the reconstruction of 22 schools, which were totally destroyed, repairing of the sanitary facilities in 92 schools, repair of 24 pilot schools 'Child friendly schools'. At the same stage, UNICEF provided a large number of schools throughout Kosovo, with equipment and school materials, and were assured 34 4 WD vehicles for the needs of education officials.

The project 'Child friendly Schools' began with its implementation in 2000, by 7 partners (CRS, Care International, Kosovo Education Centre, Prijatelj Dece, EducAId, World Vision, Women's Forum Kosovo) and was aimed at spreading innovation and reform education at school level, through promotion of new methodologies of teaching / learning and new curriculum, life skills, education for tolerance and peace, active community participation in school, inclusive approach to deal with differences, particularly for children with special needs, minority children, etc. Today we talk about a total of about 150 schools, which constitute a large network of friendly schools throughout Kosovo, schools which are open to innovation and able to contribute in raising the quality of education in Kosovo.

UNICEF has also contributed in institutional capacity building to help strengthen the Kosovar education system. Central, regional and municipal education authorities are supported through the provision of technical assistance and equipment. Great support has been given to the process of drafting the new Framework Curriculum of Kosovo and subject curricula. Subject 'Skills for Life' was conducted as pilot project and as a optional subject for the first time in 2005-2006 school year for 8th grade students in approximately 100 lower secondary schools in Kosovo. Subject matter of this program is aimed at changing behaviours and focuses on developing skills such as communication, decision making, managing feelings, creating self-confidence, etc, through interactive methodology. In addition, the curriculum addresses important issues such as HIV / AIDS, sexually transmitted diseases, reproductive health, as well as other issues related to health.

WHO is supporting the creation of a new spirit in schools through the concept of "European Network of Health promoting schools" and initiating the concept in Kosovo, with an increased activity in Mitrovica, in order to address and prevent lead poisoning.

In order to support local institutions in implementing the program of health promoting schools WHO has organized a series of training on concepts, planning and development of health promoting schools. Participants in these trainings were education, health and environment officials from all administrative levels (central, regional and municipal) and civil society representatives, school directors and teachers. The training also included participants of the same sectors of the Serb community. WHO has supported the translation of manuals for trainers and teachers in the field of health promoting for young people using the approaches of health promoting schools.

Through this training, by supporting the implementation of the concept of health promoting schools, 18 primary schools in 3 municipalities are involved, with more than 90 teachers, 18 school directors, 20 health professionals, 5 senior education officers, some professionals and high environmental officials and civil society representatives from both communities, Albanian and Serbian as well. Training was conducted by experts of the WHO - Regional Office for Europe.

In addition, with the aim create more capacity building, WHO has organized study tours to other countries in Europe, which are members of the European network of health promoting schools since 1993, such as in Slovenia, Poland and Macedonia.

In three municipalities have been established municipal structures, namely those regional health promoting schools, with the following structure:

- Advisory Committee consisting of education, health, environment officials and civil society.
- Groups for health promoting in schools, consisting of teachers, students, parents, school maintenance and administrative personnel.
- Health promoting coordinator within schools.

The International Organization for Migration (IOM), during 2003 - 2004, has implemented the project of prevention and surveillance of tuberculosis and HIV / AIDS and the problem of consumption of drugs, alcohol and tobacco,

through a pilot project, which was implemented with the involvement of the primary schools in municipalities of Prizren, Mitrovicë/Mitrovica, Prishtinë/Pristina and two schools in Gjilan/Gnjilane region which have Serbian speaking students.

With this project were conducted 70 trainings for teachers on methods and content of health education and implementation of 15 to 20 hours of regular health education in the period of 6 months. In some schools as an immediate requirement of parent's councils and students themselves, the health education has become the optional subject.

Many institutions, such as Ministry of Environment and Spatial Planning, National Institute of Public Health of Kosovo, Family Medicine Centres, Kosovo Police Service, NGOs, various associations, including several youth centres, have conducted their activities in school premises, by spreading knowledge and conducting activities related to health and environment. Moreover, important issues for children and community as immunization, environmental ones and similar have not been neglected.

In the subject program of Kosovo and subject programs for all classes and ages of children, the health education can be treated as optional subject (choice). Schools decide as per the choice of students, which of the subjects within the recommended health education are to be selected and learned. This can be done as a subject or course chosen by students, if at least 15 students declare themselves for that subject. Health education programs in other subject programs are treated as inter-program part.

Current generations and future generations are educated to enjoy the right to a safe and healthy environment. Topics discussed in the field of health education enable students to understand the nature of risk in different situations, furthermore how to identify dangerous areas and from who to seek help in case of accident or illness. In this way, students are educated and trained to prevent by avoiding possible interventions and unnecessary and expensive treatments.

Special topics in the field of health education should seize the following:

- Awareness of the dangers of tobacco use, alcohol and drugs;
- Protection from HIV / AIDS and other sexually transmitted diseases;
- Sexual and reproductive health education;

- Protection against abuse and sexual violence;
- Nutrition and healthy and the role of sports activities;
- Education on mine awareness.

Also, the Department of Youth (DR) within the Ministry of Culture, Youth and Sport is committed to contribute actively on the establishment of qualitative activities within and outside schools in order to have impact within community that surrounds the school. One of the policy programs of MCYS / Department of Youth is education and health promotion. Since the establishment, within this program are supported many organizations and youth centres in implementing projects that promote the protection and preservation of youth's health. DoY has always intended that in its projects, or funded by the department, to include young people who are out of school. However, easier access to youth who are in school was a result to have most of the projects being implemented in schools. This has its positive side, as the relationship between community and school. In addition, one of the major successes of the program implementation of DoY / education and promotion sector, is the possibility that is given to young people to identify needs, plan projects, implement them and manage funds, including practical experience that they gain. Also MCYS / YD established a counselling centre and information to young people, called "... listen to youth", which somehow is a kind of health service that is youth friendly.

According to the report of this centre, for two years of its existence, the centre had received requests for services from 1527 young people. The centre has produced 24 short films, with educational messages against substances that cause dependence and a short documentary film which treats the issue of tobacco and that of HIV / AIDS. These films are a useful source of information that can be used to promote and maintain health.

In 2004 MCYS / YD has funded a project titled "qualitative and quantitative survey of knowledge, attitudes and habits of young people for sexual and reproductive health. In research about 900 young people have participated and 13 focus groups with 122 participants. According to the data of the research, knowledge of young people are very miniscule and needs continuous work, as in the drafting of educational materials, as well as in raising the quality of health education program as alternative subjects.

In addition, in cooperation with UNFPA, for two years was conducted the capacity building of youth in the municipalities of Fushë Kosovë, and Lipjan on youth reproductive health, including predominantly minority youth groups of RAE. As a result 55 new 'peer Educators' have been created.

2. VISION

An efficient system within available resources, which provide open school environment and encourage active participation, where everyone feels safe, equal and happy, an environment which will be ready for adoption of standards internationally accepted.

3. MISSION

In order to implement the vision that we have identified previously, the mission for strategy of health promotion schools was defined, and that is:

Ensuring a healthy and friendly school environment through education and health, promoting environmental protection and strengthening the partnership between schools, parents and community.

In order to implement our mission we should also implement appropriate mechanisms envisaged within areas, such as education, environment, health, economy and an environment that is administratively and politically appropriately supported. The issue of consistent implementation of the mission will be followed carefully through measures that will produce reduced incidence of diseases and development of psycho-physical disorders among students. Also, the reduction of cases of violence in schools will be indicators of successful implementation of the Strategy and its mission.

4. STRATEGIC OBJECTIVES

During the workshop organized, which aimed to help in the process of drafting the strategy of health promotion schools, groups of experts from various fields have identified 6 strategic objectives, which must be met in the stipulated period. These objectives are:

4.1. Healthy and supportive environment by teachers, pupils and parents.

4.2. Appropriate physical and healthy environment for teaching and learning (based on guidelines for the development strategy of under graduate education in Kosovo 2007-2018)

4.3. Sufficient human and material resources

4.4. Continuous and qualitative care for pupil's health

4.5. Low level of violence within schools

4.6. The satisfactory level of health and environmental culture of the pupils

The relevant indicators are defined in order to pursue and verify the implementation of the objectives. The necessary activities are specified in order to achieve the set objectives through which the strategy on health promotion schools will be implemented. In practice, established activities can be considered as special projects in the further development of the strategy implementation.

4.1. Healthy and supportive environment by teachers, pupils and parents.

All participants in the process of creating a supportive environment for implementing the strategy of health promotion schools should make transformations towards the establishment of the scale of their information, in order to have sufficient knowledge about the fact what school environment offers. An environment, which primary task is to embrace and include all participants in the process of education, in order to increase the quality of learning, but also to reduce incidence of diseases and developmental psycho-

physical disorders among students and raising degree of physical security, reducing cases of insults, threats and other forms of violence in schools.

In order to follow up on such concept the following indicators are determined:

INDICATORS

1. At least 90% of the schools participate every year in the “cleaning week”
2. At least 20% of schools during a year take part in awareness activities.
3. By year 2018, at least 50% of schools will implement environmental projects.
4. By year 2018, 90% of schools will have established environmental groups.

MEASURES

Measure 4.1.1. Awareness campaigns for environment and health

- Description**
- Informing parents about the environmental impact on health situation of participants in the education process during parents meetings, and encouraging their joint work on issues related to health.
 - Unification in joint activities in the schools with personal participation in maintenance activities and progress of environmental health protection.

CRITICAL ASSUMPTIONS

The implementation of such measure should certainly ensure the active participation of parents and community, in order to develop a sense of partnership and ownership of the school environment. At the same time, parents and community should support the activities of financial nature, when already aware of such events; see a direct contribution to children's health and benefits in establishing security for all participants in the learning process.

Measure 4.1.2. Develop programs and materials for health and school environment

- Description**
- Review of the existing plans and programs within schools, as life skills, health and environmental education, with particular emphasis on the practical work in school environments, aimed at preservation, promotion and improvement of school environment, with the intention that these will be part of curriculum or as separate subjects
 - Develop new curriculum based on concepts of health promoting schools, which will improve students' knowledge of factors affecting health and enables them to make healthy choice and adopt healthy behaviours throughout their lifetime; program substance that includes critical skills about health and life, in order to promote health and wellbeing and prevention of important health problems, information and activities that respond to intellectual and emotional skills of children
 - Develop appropriate materials for different levels of participation of beneficiaries and training of
 - students,
 - education staff, and
 - parentsin order to increase knowledge about the environment and health, enabling and encouraging participation of experts in the fields of environmental health and other experts as consultants during drafting and implementing of these materials
 - Pilot materials
 - Copying and distribution of materials at all school networks and through schools in community as well
 - Establishment of inter-school ecological associations, with the purpose of promoting and monitoring the programs

and networking of schools that have similar programs to stimulate the creation of programs in schools that do not have such programs.

Measure 4.1.3. Trainings of educational staff for approaches towards HPS

- Description**
- Informing the education staff regarding the drafting of forms for organizing various activities in the preservation and protection of healthy school environment, in meetings organized by the school leadership structures.
 - Creation of adequate conditions for the continuation of training.
 - Organization of trainings for education employees.
 - Organizing different trainings in school premises or near the residence of education staff.
 - Stimulation for the continuation of training and implementation of activities related to health promotion school.
 - Licensing for continuous education and training of teachers who support the concept of health promoting schools.
 - Building capacity for monitoring and evaluating the ongoing progress of education staff.
 - Continuous tracking of the implementation of knowledge's acquired, through supervision and evaluation.

CRITICAL ASSUMPTIONS

In order to have regular attendance and implementation of the provided measure, it is a necessity to express the concern of the education staff. To implement such thing, participants should identify personal, family and collective benefits for the whole community, and simultaneously to ensure a possible way of award or stimulation for participants.

4.2. Appropriate physical and healthy environment for teaching and learning (based on guidelines for the development strategy of under graduate education in Kosovo 2007-2018)

Environment where human learning process is developed is the space where participants, in addition to learning, should have the opportunity to ensure important processes for normal development of the psycho-physical health, communication and freedom of movement. This means the physical safety of members in this process, as well as their direct socialization through development of activities that would support such thing, and contacts between participants.

Physical learning environment is one of the main characteristics of effective school. Numerous studies show an organic link of the physical environment quality with other parameters of effectiveness, such as professional leadership, high expectations, the conversion of school into a learning organization, etc. In terms of Kosovo, the fulfilment of this goal is quite challenging, because it requires courage and commitment of senior policymakers to make major financial investments that can not be paid within a short period.

In order to improve and advance the school environment in terms of infrastructure, efforts were made by the Government of Kosovo, as well as donors, who in a way have mitigated the acute problem of lack of adequate educational space. However, in few schools teaching process is developed with considerable interferences precisely because of inadequate infrastructure. In some schools, with all the renovations that were made, the general recommended standards for school facilities could not be met, due to lack of basic hygiene and sanitary conditions, primarily the lack of potable water, for participants in the learning process.

The large number of children in schools that are not designed for such burden, condition the learning process developed in few shifts, which pushes participants to start and finish working hours, respectively, to develop the education process in a time that is not appropriate and not proper for the physiological age of most pupils. To follow the implementation of interventions

that will be implemented in the area of improving and regulating the space infrastructure of school facilities, are also defined:

INDICATORS:

1. By 2018 the learning process takes place in maximum two shifts;
2. By the year 2018 to provide the necessary basic infrastructure in all schools;
3. By 2018 to provide the basis of technology equipments for students with special needs;
4. By the year 2018 to provide the basic conditions for the implementation of the practical learning for all professional schools (within school or in cooperation with the economy);
5. By the year 2018 to create conditions for physical activities and sports in all schools;
6. All schools to be equipped with standard materialization means.

MEASURE**Measure 4.2.1. Improvement of the existing school infrastructure**

- Description:**
- The whole infrastructure of existing facilities should be completed and improved in accordance with approved regulations in order to move towards achieving the European standards - EURO CODE.
 - All school premises that do not meet the standards and who are not in good condition, must be repaired, including:
 - Adjustment and improvement of school buildings
 - Regulation and improvement in the water supply and sewage system, and the heating, telephone, and internet infrastructure
 - Adjustment of external spaces such as sports grounds, courtyards, green areas, garden and squares.

Measure 4.2.2. Monitoring of the new recreational school spaces

Description: • Advocacy for green spaces growth, playgrounds and halls for physical education. Ensure safe environment for loose implementation of physical education and recreation activities and without harassment. Central and local government institutions, in collaboration with partners, focus its efforts on building new school facilities in areas where work is conducted in more than two shifts and in areas where school facilities present security threat for the safety of students. All investments will be made in accordance with standards and guidelines adopted.

Measure 4.2.3. Providing maintenance and protection of school facilities

Description: • MEST in coordination with municipalities will work in policy drafting and deployment of management and maintenance system of school property;

- Municipalities and schools will manage and take care for the maintenance of school facilities and space, as well as their maintenance and security, in accordance with approved policies.

Measure 4.2.4. Equipping schools with teaching materials

Description: • MEST and municipalities, in cooperation with donors and partners, will invest in supplying schools with inventory and standard educational tools, as well as with necessary laboratory equipment. Special attention will be devoted to the use of new technologies in teaching and learning process.

- Purchasing and organizing workshops and equipment for vocational education. Workshops and such equipments can be used by other schools as well.
- Collaboration will be established with training centres,

professional and economic enterprises, in order to use the means of materialization and relevant equipment for educational purposes.

CRITICAL ASSUMPTIONS

A typical phenomenon for school infrastructure in Kosovo is overloading the capacity in urban areas, and relatively low use of school building in rural areas. Therefore, the prospect of improving the infrastructure is closely related to the following two assumptions, which are outside of the control of the implementers of this strategy:

1. Stabilization of migration processes and
2. Development of rural areas.

4.3. SUFFICIENT HUMAN AND MATERIAL CAPACITIES

Ensuring adequate human and material capacities is very important premise to have quality health promotion school.

The completion of this premise would provide a larger staff in the services of the student's health and would enable the provision of complete infrastructure for a good health and would provide better maintenance of this infrastructure, especially the sanitation, thus preventing health problems. However, implementation of this strategic objective depends largely on attention to be paid to this certain objective by the Kosovo budget.

INDICATORS

1. By the year 2018 all teachers have passed at least one training for health
2. By the year 2018 Kosovo Budget to allocate sufficient resources for healthy schools

MEASURES

Measure 4.3.1. Training the education personnel for health promotion

Description: • Personnel becomes qualified also during the service for

the implementation of health promotional and educational activities

- Continuous training of participants in education: the education employees, students and community, to advance the health and safety in school that will lead to gaining life skills, health education and environmental education based on approved programs and adapted for specific age and special needs.
- Promotion and organization of students, supported by education and community workers – of health activities in schools, especially through leisure activities
- Preparation and distribution of additional materials for teachers and students
- Organization of joint activities in / with the community / about health
- Establishing monitoring and evaluation mechanisms for implementation of the acquired skills.
- Creating structures for inter-sectoral health promotion in schools: in the school level, as:
 - appointment of coordinator for health promotion in school,
 - appointment of health promotion group (teachers, pupils, parents, maintenance employees, school administrators, etc..) at the municipal level,
 - appointment of an advisory committee composed of officials of education, health, environment and parents,
- Establishing the development plan for health, environmental and social promotion in order to promote security and equality at schools - with the active participation of schools (students, teachers, administrators, parents, school personnel)
- Drafting of school policies in accordance with national one,

- Continuous monitoring and evaluation,
- Implementation in practice of monitoring and evaluation data, by incorporating them in the plans and school policies and in the future activities.

CRITICAL ASSUMPTIONS

- Confirmation whether or not adequate for the appropriateness, clarity, quality, quantity information, - involved in training and education workers
- Lack of funds dedicated to training
- Opportunity to voluntary contributions collected for teacher's training and to engage experts, but also material and financial means.

4.4. Continuous and qualitative care for pu

Quality and continuous care for the health of students requires the implementation of all other strategic objectives. The aforementioned happens because such health care is seen as a natural product of the implementation of all other strategic objectives.

In this context, it must be said that only the implementation of this strategic objective gives full meaning to the implementation of other strategic objectives. However, implementation of this strategic objective in itself includes specific activities, through which the strategy can be accomplished.

INDICATORS

- By the year 2018 all schools should provide services or referral services for all health problems
- By the year 2018 all schools have a curriculum and educational materials for health sufficient to meet the needs of their beneficiaries
- By the year 2018 all students should reach sufficient knowledge about their personal and community health
- By the year 2018 all schools should have action plans for prevention based on the strategy on prevention of diseases / health problems, based on conditions that exist in school.

MEASURES

Measure 4.4.1. Protection and improvement of pupils health

- Description:**
- Organize educational activities related to current problems of student's health, such as those related to drugs, violence, HIV / AIDS, smoking, abuse of children, any other similar and depending on the current situation.
 - Provide advisory services on the role of physical activity in individual welfare
 - Organization of physical activities in school and community with broad participation
 - Organization of trainings for first aid
 - Enabling the implementation of systematic visits of students and educational personnel in cooperation with the Ministry of Health, accompanied with concrete measures for correcting the findings
 - Identify community health resources and their voluntary involvement in promoting and implementing the concept of health promoting schools
 - Provide students with reference system for emerging health problems
 - Prepare relevant documentation to refer cases of health problems in school
 - Periodic assessment of cooperation between school and health service institutions

CRITICAL ASSUMPTIONS

- Lack of financial resources for implementation of certain preventive activities, preventive, promotional and therapeutic
- Lack of legal support for activities to be implemented
- Lack of human resources and their lack of interest in order to enforce these voluntary or obligatory

Measure 4.4.2. Protection and promotion of pupils'

- Description:**
- Providing mental health services
 - Provide skills development programs for stress management for all participants in health promotion schools
 - Providing care for people with special needs
 - Provide adequate materials and various issues of mental health
 - Provide an environment that is free from abuses and violence
 - Providing care climate, trust and respect
 - Social support and mental health promotion
 - Ensuring a safe environment for the implementation of physical education and recreation in a loose and without harassment
 - Develop the potential of children in schools through various activities or established psychological services in schools.

CRITICAL ASSUMPTIONS

- Lack of mental health staff with adequate training and education
- Budget deficient

Measure 4.4.3. Protection and promotion of pupils' mental health

- Description:**
- Provide services for students' emotional problems
 - Provide special programs for relations between people, with special emphasis on relationships with peers
 - Promote gender equality activities and the emotional comfort of the pupils
 - Organize educational health activities for emotional health within the community

CRITICAL ASSUMPTIONS

- Underestimation of the emotional support activities, by schools, community and public institutions.
- Lack of psychologists in schools or at the municipal level.
- Small budget available for such activities.

4.5. LOW LEVEL OF VIOLENCE WITHIN SCHOOLS

Indicators

1. By 2009 all teachers, parents and children should be aware of the definition of violence.
2. By 2018 all schools should be established and have their defence network operational, and have drafted and implemented operational plans for reducing the rate of violence in schools.
3. By 2012 to lower all types of violence in school for 50%.
4. Increase for more than 50% the number of reporting and referral of cases of school violence, especially sexual violence against children.

MEASURES

Measure 4.5.1 Pupils, parents, teachers and other school staff are aware about the violence and maltreatment phenomenon

- Description:**
- Organize regular meetings with teachers, educational materials distributed in various forms such as leaflets, brochures, video spots and similar activities
 - Organize regular meetings with parents and distribute to them appropriate promotional materials on possible forms of violence and abuse and ways to prevent violence and abuse
 - Meetings in the classroom with students, distribution of appropriate promotional materials.

Measure 4.5.2 The protection network is created and functions

- Description:**
- Joint Working Group between parents and teachers has been established and meets regularly
 - Teachers, counsellors and support staff are involved in training
 - Children have been identified for supporting their peers.
 - Development of new school rules (with the participation of children)
 - Determining the manner of reporting and systems located within the school
 - Additional security measures (with the consent of parents and school)

Measure 4.5.3. The referral systems between schools and other community services are established

- Description:**
- Joint meetings with other services in the local community, social and health services, police, NGOs, etc.

Measure 4.5.4. Victims of maltreatments contact the protection network and ask for assistance

- Description:**
- Trained persons (teachers, advisers and supporters of peers) are easily recognized by children. Children can open "counselling corners "or to determine the hours of counselling.

Measure 4.5.5. The network responds to both parties, to the victim and to the perpetrator

- Description:**
- Actions defined for counselling and mediation for relocation, meeting with parents, as needed.

Measure 4.5.6. Monitoring and evaluation the measures implemented in regard to the violence in schools

Description: • Evaluation inspection.

4.6. THE SATISFACTORY LEVEL OF HEALTH AND ENVIRONMENTAL CULTURE OF THE PUPILS

Health and environmental culture understands the entirety of the achievements in the field of education, and health promotion in an environment.

This achievement can not be implemented for a short time and can not be based on individuals and community activities, which will be temporary or occasional, but is a stable state, the permanent and sustainable, when all individuals act individually and collectively, by advancing the environment and health to create living space for future generations.

To evaluate the advancement towards this goal, there are also indicators defined that will assist in the implementation of dynamic processes, which will lead to substantial changes in the culture of individuals and the community:

INDICATORS

1. All school areas are maintained.
2. Personal hygiene and health of students is at a satisfactory level (results of medical evaluations organized within specific projects, namely - a research for every 3 years to measure involvement of at least 3000 students of different ages, - shows continuous improvement).
3. Number of students involved in activities for environmental and health protection.

Measure 4.6.1. Preparation of the didactic materials for health promotion

- Description:**
- Determination of needs for material (their type of content and media in which these materials should be prepared).
 - Assessment and analysis of the cost of didactic materials (teaching) in schools.
 - Inclusion of a larger group of participants in drafting and creating of the first projects with the involvement of beneficiaries in all phases of the idea, developing the idea, the previous text and the final material before editing, printing or recording.
 - Specific adaptation in such didactic materials, according to the - sensitivity of beneficiaries:
 - Gender
 - Religious
 - Traditional
 - Language
 - Specific Needs

Measure 4.6.2. Organizing activities for health promotion of pupils, education employees, parents and community

- Description:**
- Participation in activities within and outside school premises, which would help promote, preserve and improve the environment and health of individuals and the community, as cleaning the surfaces that provide potable water, elimination of waste in residents areas, forestation, assistance to elderly persons, persons with special needs.
 - Organization and participation in health activities, in conducting visits to individuals and communities in need and with problems, with the aim of helping to enhance

knowledge and helping to reach as many concepts of health promoting schools. These activities can be organized for the purpose of finding and obtaining knowledge regarding the procedures for the production of healthy water and safe elimination of waste, in order to increase participants' assessment of personal role in the preservation and promotion of environment, from the which is directly depend.

Measure 4.6.3. Cooperation of the school with other relevant institutions for professional services

- Description:**
- Development of permanent relations with schools and environmental health services, in order to support institutions in professional terms, when necessary.
 - Continuous participation of representatives of schools in health education committees at the municipal level.
 - Membership and establishment of institutional relations at charitable organizations and Red Cross
 - Increased participation of NGOs with specific programs for schools in areas that cover the concept of health promoting schools.

CRITICAL ASSUMPTIONS

As an activity, which does not depend exclusively from interest and desire of schools, there should definitely be an interest in the cooperation between relevant institutions and schools, something that could be done with the selection of areas and activities of which both sides will have benefits.

Measure 4.6.4. Establishment of groups for health promotion within schools

- Description:**
- The establishment of interest groups within schools, as school counselling, school staff meetings, youth initiative, wherein the groups that were established would develop

specific promotional activities.

- Development of support structures within faculties of education, Medicine, Nursing and others, in order to prepare individuals in advance (so that individuals would have been prepared) to support school activities promoting health, and at all times will advocate for such concept.
- The establishment of health boards to promote the participation of all beneficiaries and responsible municipal or local structures.
- Promotion of groups and activities of these groups through presentations of activities, namely using the media for this purpose.

Measure 4.6.5. Creation of mechanisms for self-evaluation

- Description:**
- Increase of the effectiveness of school leaders for internal assessment by identifying relevant indicators
 - School program reviewed and compiled at least 2 times per year, according to preliminary self-evaluation
 - Referencing to the relevant institutions such as MDE, REO, MEST

Measure 4.6.6. Approval of the European practices and policies for health promotion schools

- Description:**
- All participants in implementing the concept of health promotion school, follow up with attention and adjust to the European policies and practices by incorporating them into their own practices and policies.
 - Participating schools expand their network of health promoting schools with similar schools outside of Kosovo
 - Participating schools expand and cultivate cooperation with government agencies, NGOs and business community

CRITICAL ASSUMPTIONS

- Lack of funds for contacts and exchange experiences between schools
- Administrative barriers for implementation of international networking
- Shortcomings of interest and financial resources of agencies, NGOs and business community to collaborate with schools

ACTION PLAN AND BUDGET

4.1. Healthy and supportive environment by the teachers, pupils and parents.

Measure 4.1.1	Priorities 2009-2013	Institutions in charge	Implementation period	Budget (description)
Health and environment awareness campaigns	Promotional materials for HPS	KNHPS (MEST, MH, MESP, MCYS, UNICEF, WHO, IOM)	2009-2010	Leaflets, materials, photocopies, distribution, presentations
	Creation of mechanisms for HPS in the municipal level and in the schools composed of education and health officials, parents, pupils etc (multi-disciplinary groups, using the existing structures as SHMF, school board, KPA etc.)	MEST, KNSHPSH, MDE, schools,	2009-2009	30 municipalities, meetings, transport, support of the municipal mechanisms by the central level (payment for participation in the meetings of central level etc) etc.
	Organizing the "Health promotion week" in the schools	KNSHPSH, DKA, schools, Medias, NGO's	2009-2013	Presentation activities within the schools, awards for schools
	Promotion of healthy food within the schools (raising awareness for healthy food consumption, promotion of fruits and vegetable consumption)	KNSHPSH, DKA, schools, Media, Food producers (competent inspections evaluate the quality of the healthy food)	2009-2013	Activities within schools (health promotion and education, materials)
	Creation of ecological groups within the schools	KNSHPSH DKA, schools, community	2009 - 2011	Expenditures for the established groups
	Voluntary work, development and support of the volunteer's program in improvement of healthy environment	KNSHPSH Individuals and groups of volunteers in schools and community	2009 - 2013	Expenditures for activities, whilst voluntary work is without payment

Measure 4.1.2	Priorities 2009-2013	Institutions in charge	Implementation period	Budget (description)
Drafting of programs and materials for health and school environment	Review of regular programs in order to incorporate subjects based on HPS	KNSHPSH, MEST,	2010	Payment of experts
	Drafting of new curricula based on the concepts of schools that promote health: life skills, protection of environment, self-confidence to learn, manuals for widening health education etc as optional subject and as a inter-curriculum matter)	MEST	2010-2011	Payment of experts, materials, printing, distribution

Measure 4.1.3	Priorities 2009-2013	Institutions in charge	Implementation period	Budget (description)
Trainings of the education employees for approach of HPS	Identifying the needs and determining the criteria for selection of education employees that will be trained	KNHPS, MEST, DKA	2009	Research for identifying the needs, transport, meetings
	Organizing the trainings	KNSHPSH, MEST, IPK	2009-2013	Trainings, materials, transport, communication, food.
	Monitoring and evaluation of the trainings and verifying its impact	KNSHPSH, DKA, MEST, schools	2009-2013	Transport, materials (questioner, report.), payment for experts, photocopies
	Certifying and licensing teachers that were trained	MEST, Accreditation agency	2009-2013	Payment for accreditation, licensing Education workers that are trained will receive certificates and this will add new points in their employment and performance appraisal procedures

4. 2. Appropriate infrastructure and healthy environment for teaching and for learning (based on the instructions of the strategy for development of under graduation education in Kosovo 2008 – 2017)

Measure 4.2.1	Priorities 2009-2013	Institutions in charge	Implementation period	Budget (description)
Improvement of the existing school infrastructure	Researching on the school infrastructure situation in particular the potable water and toilets	MEST, MH (IKSH)	2009	Payment for experts, transport, material, printing of documents and findings
	Advocacy for drafting hygienic–sanitary rules (administrative instructions)	IKSHP, KNSHPSH	2009-2013	Meetings, transport, payments for experts.
	Drafting hygienic–sanitary rules (administrative instructions)	KNSHPSH, IKSHP	2009-2010	Meetings, transport, payments for experts
	Monitoring related to the application of the hygienic–sanitary rules within the schools	Municipal sanitary and education inspection, UNICEF, WHO	2010-2013	Monitoring experts, transport, material
	Assessment of security and safety of the school buildings	MEST, KNSHPSH	2009-2010	Meetings, transport, payments for experts

Measure 4.2.2	Priorities 2009-2013	Institutions in charge	Implementation period	Budget (description)
Monitoring of the new recreation school surface	Advocacy for increase of the green areas, sport fields and rooms for physical education (gyms) Providing secure environment for physical education and recreation in a free and non intimidation manner	KNSHPSH	2009-2013	Materials, trainings, period of media presentation of matters, transport, communication (pre-conditions: MEST allocates necessary funds for capital investments)
	Increase of school facilities	MEST,	2009-2013	Pre-conditions: MEST allocates necessary funds for capital investments and seeks potential donors for co-financing Payment for an independent commission that will monitor and evaluate the quality of works conducted and will report to KNSHPSH
	Monitoring the adequate surfaces for healthy food	DKA, MEST	2009-2013	Pre-conditions: MEST allocates necessary funds for capital investments To check the possibility of public-private partnership

Measure 4.2.3	Priorities 2009-2013	Institutions in charge	Implementation period	Budget (description)
Providing maintenance and protection of the school facilities	Research on the quality of the maintenance and facility tidiness	KNSHPSH, MEST, DKA, Relevant inspections	2009-2013	Experts, transport, materials,
	Drafting instructions for maintenance of the school facilities	KNSHPSH	2009	Payment for experts, materials, printing, distribution
	Training for implementation of the instructions on school facilities maintenance	KNSHPSH, IKPSH	2010-2013	Trainings, workshops, Pre-condition: whether the DKA has necessary funds for maintenance

Measure 4.2.4	Priorities 2009-2013	Institutions in charge	Implementation period	Budget (description)
Equipping schools with education materials that provide healthy environment	Advocacy for drafting and application of the rules for school equipments	MEST, DKA, KNSHPSH	2010-2014	Meetings, transport, experts, workshops Pre-conditions: DKA provide the equipments based on the instructions.
	Drafting the administrative instruction for use of the school equipments	KNSHPSH	2009	Experts, materials, communication

4.3. Sufficient human and material capacities

Measure 4.3.1	Priorities 2009-2013	Institutions in charge	Implementation period	Budget (description)
Training for the education personnel on health promotion	Training of teachers, officials, parents and pupils for the concept of HPS	KNSHPSH,	2009-2013	Trainings, materials, experts, transport
	Networking of the HPS, study visits within the country and abroad, reviewing meetings, exchange of experiences, membership in the European network, publishing the achievements and bulletins	KNSHPSH	2009-2013	Meetings, visits, materials, publishing, experts, membership
	Grants for implementation of the projects for promotion of health within the schools	MEST/ DKA Donors MH, MESP, MCYS	2010-2013	At least 1000 Euros per school, for 100 schools during the year (minimum: one municipality at least with one school)
	Training schools on self-evaluation	MEST, KNSHPSH, Donors	2011-2013	Experts, trainings, materials, publishing materials, visits
	Monitoring and evaluation of trainings, programs and licensing of trainers	KNSHPSH, Accreditation agency	2009-2013	Experts, Materials, publishing, visits

Measure 4.3.2	Priorities 2009-2013	Institutions in charge	Implementation period	Budget (description)
Kosovo budgets allocates sufficient funds for implementation of the concepts for health promotional schools	Researching the needs for financing activities of HPS from Kosovo budget	KNSHPSH, MEST	2009 - 2010	Meetings, payments for experts, coordinators, researches, printing
	Promoting advocacy within Kosovo Government on allocating funds for implementation of the concept for health promoting schools	KNSHPSH, MEST	2009-2013	Meetings, payments for experts, coordinators, donors conference etc
	Drafting programs for implementation of the concept for health promotion schools	KNSHPSH	2009-2010	Materials, publishing, Experts
	Monitoring the activities that are budgeted from Kosovo budget and evaluation of the impact			Materials, publishing, Experts,

4.4. Continuous and qualitative care for pupil's health

Measure 4.4.1	Priorities 2009-2013	Institutions in charge	Implementation period	Budget (description)
Protection and improvement of pupils health	Training of teachers for protection and promotion of oral and reproductive health.	KNSHPSH, schools, Local governance, civil society, Medias,	2009-2013	Trainings, materials, meetings, visits, transport, experts
	Information campaign, raising awareness and trainings for prevention of phenomenon's such as drugs, violence, HIV/AIDS, child abuse etc.	KNSHPSH, schools, Local governance, civil society, Medias,	2009-2013	Trainings, materials, meetings, visits, transport, experts
	Trainings on the importance of physical activities and healthy food dedicated for teachers, pupils and parents	KNSHPSH, schools, Local governance, civil society, Medias,	2009-2013	Trainings, materials, meetings, visits, transport, experts
	Development and implementation of programs for encouraging voluntary programs within schools and community in order to promote community health.	KNSHPSH, schools, Local governance, civil society, Medias,	2009-2013	Trainings, materials, meetings, visits, transport, experts
	Inter-sectorial coordination of activities for promotion of health within schools	KNSHPSH, schools, Local governance, civil society, Medias,	2009-2013	Trainings, materials, meetings, visits, transport, experts

Measure 4.4.2	Priorities 2009-2013	Institutions in charge	Implementation period	Budget (description)
Protection and promotion of pupils' mental health	Research of needs and advocacy for protection of pupil's mental health	KNSHPSH, schools, MH, Relevant health institutions,	2009-2013	materials, meetings, visits, transport, experts, printing
	Relevant trainings for development of skills for stress management, psycho – social interventions and care for people with special needs	KNSHPSH, schools, MH, Relevant health institutions, Local governance, civil society, Medias,	2009-2013	Trainings, materials, visits, transport, experts
	Activities for providing freedom, carefulness, trust and respect Opening of the units for providing mental health services within schools Drafting of Administrative Instructions for referral system related with mental health problems	KNSHPSH, schools, MH, Relevant health institutions,	2009-2013	Trainings, materials, meetings,
Measure 4.4.3	Priorities 2009-2013	Institutions in charge	Implementation period	Budget (description)
Protection and promotion of pupils' emotional mental health	Trainings for emotional health within community, relationship within people, relationships within coevals and gender equality	KNSHPSH, schools, MH, Relevant health institutions, Local governance, civil society, Media,	2009-2013	Trainings, materials, visits, transport, experts

4.5. Low level of violence within schools

Measure 4.5.1	Priorities 2009-2013	Institutions in charge	Implementation period	Budget (description)
Pupils, parents, teachers and other school staff are aware about the violence and maltreatment phenomenon	Development of appropriate promotional materials for pupils, parents, teachers and other school staff in regard to the possible violence and maltreatment. Organizing of regular meetings and distribution of promotional materials for teachers, parents and pupils	KNSHPSH, schools, MH, Local governance, police, civil society, Media, Centre for social work	2009-2013	Trainings, materials, visits, transport, experts

Measure 4.5.2	Priorities 2009-2013	Institutions in charge	Implementation period	Budget (description)
The protection network is created and functions	Establishment of the working group composed of parents and teachers, which will meet on regular bases.	KNSHPSH, schools, MH, Local governance, police, civil society, Media, Centre for social work	2009-2013	Trainings, materials, meetings, visits, transport, experts
	Training of the school staff and supporters of the coeval.			
	Pupils that will support their coevals are already identified			
	Drafting new school rules with pupil's participation.			
	Drafting the instructions on the reporting, mechanisms that are established within the schools for additional security measures			

Measure 4.5.3	Priorities 2009-2013	Institutions in charge	Implementation period	Budget (description)
The referral systems between schools and other community services are established	Joint meetings of schools with other community services, social and health services, police, NGO's	KNSHPSH, schools, MH, local governance, police, civil society, Media, Centre for social work	2009-2013	materials, meetings, experts
Measure 4.5.4	Priorities 2009-2013	Institutions in charge	Implementation period	Budget (description)
Victims of maltreatments contact the protection network and ask for assistance	Establishment of "Counselling points" with working hours for counselling	KNSHPSH, schools, MH, Local governance, police, civil society, Media, Centre for social work	2009-2013	materials, meetings, experts
Measure 4.5.5	Priorities 2009-2013	Institutions in charge	Implementation period	Budget (description)
The network responds to both parties, to the victim and to the perpetrator	"Counselling points" implement activities to assist victims and perpetrator	KNSHPSH, schools, MH, Relevant health institutions, Local governance, civil society, Media,	2009-2013	materials, meetings, experts
Measure 4.5.6	Priorities 2009-2013	Institutions in charge	Implementation period	Budget (description)
Monitoring and evaluating the implemented measures against violence within schools	Drafting, publishing and distribution of reports from monitoring and evaluation of school activities in accordance to the measures proposed for the improvement of the situation	KNSHPSH, schools, MH, Relevant health institutions, Local governance, civil society, Media,	2009-2013	materials, meetings, experts

4.6. The satisfactory level of health and environmental culture of the pupils

Measure 4.6.1	Priorities 2009-2013	Institutions in charge	Implementation period	Budget (description)
Preparation of the didactic materials for health promotion	<p>Reviewing and evaluating of existing materials in order to determine the needs for drafting the necessary didactic materials</p> <p>Drafting didactic materials for health promotion and distribution</p>	KNSHPSH, Relevant health institutions, Local governance, civil society, Medias,	2009-2013	Experts, workshops, materials, printing
Measure 4.6.2	Priorities 2009-2013	Institutions in charge	Implementation period	Budget (description)
Organizing activities for health promotion of pupils, education employees, parents and community	<p>Organizing different activities for cleaning, garbage management and green areas within the school surface and providing potable water</p> <p>Organizing volunteers and supporting groups within schools for taking care for old people and people with special needs</p>	KNSHPSH, schools, MH, Relevant health institutions, Local governance, civil society, Media,	2009-2013	Experts, equipments, transport, materials for green areas, sanitary etc
Measure 4.6.3	Priorities 2009-2013	Institutions in charge	Implementation period	Budget (description)
Cooperation of the school with other relevant institutions for professional services	<p>Advocacy for establishment of municipal commissions for HPS</p> <p>Drafting of instructions for functioning of municipal commissions for HPS (including school participation)</p> <p>Creation of municipal commission for HPS</p> <p>Training of municipal commissions for concept of HPS</p>	KNSHPSH, MAPL, schools, MH, Relevant health institutions, Local governance, civil society, Medias,	2009-2013	Experts, material publishing, meetings, transport, workshops, media

Measure 4.6.4	Priorities 2009-2013	Institutions in charge	Implementation period	Budget (description)
Establishment of groups for health promotion within schools	Advocacy for municipal commissions for HPS Training of HPS groups Networking of HPS Exchange of experiences of HPS groups for monitoring and reporting (self-evaluation)	KNSHPSH, schools, MH, Relevant health institutions, Local governance, civil society, Media,	2009-2013	Materials, transport, experts, workshops, study visits abroad and within the country
Measure 4.6.5	Priorities 2009-2013	Institutions in charge	Implementation period	Budget (description)
Creation of mechanisms for self-evaluation	Training of school board for internal evaluation in accordance to relevant indicators. School program is reviewed and drafted twice per year from the previous self-evaluation. Referral to the responsible institutions as DKA, MEST)	KNSHPSH, schools, MH, Relevant health institutions, Local governance, civil society, Media,	2009-2013	
Measure 4.6.6	Priorities 2009-2013	Institutions in charge	Implementation period	Budget (description)
Approval of the European practices and policies for health promotional schools	Exchange of experiences of SHPSH groups and relation to the European network Advocacy for drafting facilitation policies for NGO's, business Evaluation of pupils satisfaction related to the impact of the application of concept for HPS at pupils and wider	KNSHPSH, schools, MH, Relevant health institutions, Local governance, civil society, Media,	2009-2013	Transport, study visits, materials, communication, experts

Action 4.5.3	The referral systems between schools and other community services are established		5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	25,000.00
		Joint meetings of schools with other community services, social and health services, police, NGO's	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	25,000.00
Action 4.5.4	Victims of maltreatments contact the protection network and ask for assistance		5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	25,000.00
		Establishment of "Counselling points" with working hours for counselling	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	25,000.00
Action 4.5.5	The network responds to both parties, to the victim and to the perpetrator		5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	25,000.00
		"Counselling points" implement activities to assist victims and perpetrator	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	25,000.00
Action 4.5.6	Monitoring and evaluating the implemented Actions against violence within schools		5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	25,000.00
		Drafting, publishing and distribution of reports from monitoring and evaluation of school activities in accordance to the Actions proposed for the improvement of the situation	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	25,000.00
Action 4.6.1	Preparation of the didactic materials for health promotion		5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	25,000.00
		Reviewing and evaluating of existing materials in order to determine the needs for drafting the necessary didactic materials Drafting didactic materials for health promotion and distribution	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	25,000.00
Action 4.6.2	Organizing activities for health promotion of pupils, education employees, parents and community		25,000.00	25,000.00	25,000.00	25,000.00	25,000.00	125,000.00
		Organizing different activities for cleaning, garbage management and green areas within the school surface and providing potable water Organizing volunteers and supporting groups within schools for taking care for old people and people with special needs	25,000.00	25,000.00	25,000.00	25,000.00	25,000.00	125,000.00
Action 4.6.3	Cooperation of the school with other relevant institutions for professional services		5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	25,000.00
		Advocacy for establishment of municipal commissions for HPS Drafting of instructions for functioning of municipal commissions for HPS (including school participation) Creation of municipal commission for HPS Training of municipal commissions for concept of HPS	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	25,000.00

Action 4.6.4	Establishment of groups for health promotion within schools		8,000.00	6,000.00	6,000.00	6,000.00	6,000.00	32,000.00
		Advocacy for establishment of municipal commissions for HPS Training of the HPS groups Networking of HPS Exchange of information within HPS groups Training of HPS for monitoring and evaluation (reporting) self-evaluation	8,000.00	6,000.00	6,000.00	6,000.00	6,000.00	32,000.00
Action 4.6.5	Creation of mechanisms for self-evaluation		8,000.00	8,000.00	8,000.00	8,000.00	8,000.00	40,000.00
		Training of school board for internal evaluation in accordance to relevant indicators. School program is reviewed and drafted twice per year from the previous self-evaluation. Referral to the responsible institutions as DKA, MEST)	8,000.00	8,000.00	8,000.00	8,000.00	8,000.00	40,000.00
Action 4.6.6	Approval of the European practices and policies for health promotional schools		10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	50,000.00
		Exchange of experiences with the international HPS groups and relation to the European network Advocacy for drafting facilitation policies for NGO's, business Evaluation of pupils satisfaction related to the impact of the application of concept for HPS at pupils and wider	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	50,000.00

* This column must agree with the 05/06/08 CAFR balance.

Including corrections derived from the meeting on 06.05.2008, the budget of the strategy plan is increased for the following amount

Symbols for project holders and relevant funds

	2009	2010	2011	2012	2013	
All ministries	138,050.00	136,850.00	136,850.00	136,850.00	136,850.00	685,450.00
Ministry of Education, Science and Technology	312,750.00	253,000.00	210,500.00	213,000.00	210,500.00	1,199,750.00
Ministria e Mjedisit dhe pla. hapësiror	45,000.00	45,000.00	45,000.00	45,000.00	45,000.00	225,000.00
HEALTH MINISTRY	88,000.00	88,000.00	88,000.00	88,000.00	88,000.00	440,000.00
Ministry of Culture, Youth and Sports	-	-	-	-	-	-
	583,800.00 €	522,850.00 €	480,350.00 €	482,850.00 €	480,350.00 €	2,550,200.00 €
	583,800.00 €					
	0.00 €					

Remark: in implementation of the projects are involved technical groups, institutions and certain individuals, and necessary experts for such implementation

