

ACTION PAPER ON THE SECURITY SCHOOLS IN THE MUNICIPALITY OF PRIZREN

SECURITY IN SCHOOLS IN THE MANICIPALITY OF PRIZREN

May, 2013

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LIST OF ABBREVIATIONS

AI	Administrative Instruction
UNDP	United Nations Development Programme
MCSC	Municipal Community Safety Council
KOSSAC	Kosovo Small Arms Control Initiative
CSAT	Community Safety Action Teams
MDE	Municipal Directorate for Education
MEST	Ministry of Education, Science and Technology
KPC	Kosovo Parents' Council
KP	Kosovo Police

Executive Summary

In November 2012, senior local government officials of the Municipality of Prizren signed a Memorandum of Understanding with the United Nations Development Programme (UNDP), specifically its Public Pulse Project, on the development of the Action Paper on security in schools of the Municipality of Prizren.

Public Pulse, funded generously by USAID, is a project which provides general analyses and statistics of public perceptions in a time when Kosovo¹ is consolidating its efforts and capacities towards European integration. The aim of this cooperation is to produce a strategic document which would facilitate students and teachers to pursue their education in a safer environment.

UNDP has added a new dimension to the “Public Pulse” study, which is to address in practice issues coming from citizens’ perceptions of concern and request concrete actions from relevant institutions to address such concerns.

This document, through an appropriate study of the state of security in schools in the Municipality of Prizren as viewed by students, teachers and parents, aims to provide concrete recommendations on the steps to be undertaken by relevant institutions to increase the security in schools of the Municipality of Prizren.

The educational process for lower secondary and upper secondary education is regulated by the Law on Pre-university Education.² In the field of education in Kosovo, municipalities enjoy special responsibilities, which are specified in the Law on Education in Municipalities of Kosovo.³ In the municipal level, a crucial role in ensuring the progress of the educational process is the Municipal Directorate of Education.

However, specifically for the security in the municipality, in addition to the Kosovo Police, which has a mandate to provide security for its citizens, there is the Municipal Community Safety Council, chaired by the Mayor or Deputy Mayor. This is an advisory body on security issues in the community, with broad representation of all communities of a municipality and representatives of civil society, which, among other things, is responsible for the identification of negative occurrences which tend to disturb public security and recommend action plans.⁴ Safety in the schools of Prizren has been an issue also discussed in the MCSC meetings, encouraging local institutions to identify concerns and perceptions of students, teachers and parents on various areas that affect their safety.

Municipal institutions and the civil society have also raised concerns about incidents in schools in the past, also undertaking various actions to prevent negative occurrences. With the initiative of Community Safety Action Teams, the Municipality of Prizren, supported by UNDP KOSSAC, in 2010 funded the installation of surveillance cameras in several schools

¹For UNDP, all references to Kosovo on this document are made in the context of UN Security Council Resolution 1244 (1999).

²Law No. 04/L-032 on Pre-University Education in the Republic of Kosovo.

³Law No. 03/L-068 on Education in Municipalities in the Republic of Kosovo.

⁴AI No. 27/2012 MOI-03/2012 MLGA, Articles 6 and 7.

in the municipality, which, according to municipal and education leaders, have produced successful results.⁴

However, various incidents continue to occur in and around schools, leading to increased dissatisfaction of the society and demands to enhance security in schools.

Findings of the study indicate various trends in terms of security in schools, threats or presence of negative occurrences. Some of the key findings to be presented in the document include:

- In general, over 65 percent of respondents (parents, students and teachers) feel very safe or safe, and only around 4 percent feel unsafe.
- Albanians generally feel safer compared to respondents of other ethnicities. While over 11 percent of respondents of other ethnicities feel unsafe, only 3 percent of Albanians have declared they feel unsafe.
- Most students interviewed (around 64 percent) have declared they feel very safe or safe, and only 4 percent have declared they feel unsafe.
- Students living in villages feel safer, compared with students living in cities. Around 31 percent of students who live in villages feel very safe in school, compared to 19 percent of students living in the city, near the centre or in the suburbs.
- Also, lower secondary education students feel safer in schools, compared to upper secondary education students. Around 30 percent of students in lower secondary education feel very safe, compared to around 17 percent of upper secondary education students.
- Around 84 percent of teachers feel safe and very safe in schools. It is very important to highlight that no teacher interviewed has said to feel unsafe and very unsafe in schools.
- Parents, compared to students and teachers, generally feel more unsafe when their children are in school. Around 9 percent of them have declared to feel unsafe and very unsafe.
- Place of residence also affects the feeling of safety. Parents from rural areas, feel safer when their children are in school, compared with parents residing in cities, both in the city centre or in the suburbs. In addition, significant differences are observed especially among parents residing in city centres, where around 16 percent of them feel unsafe or very unsafe, compared to only 3 percent of parents in the village, who declared they feel unsafe and very unsafe when their children are in school

⁴Results obtained in Focus Groups with teachers, Prizren, November 2012.

- Vehicles and stray dogs top the list of risks which students or parents face when going to or coming from school. Vehicles are the primary concern for parents (41 percent) and upper secondary education students (36 percent), and stray dogs and other wild animals for lower secondary students (around 58 percent).

More detailed results, including other elements of the study are summarized in the main chapter of this document on perceptions of students, teachers and parents, on various aspects related to security and education process in schools in the Municipality of Prizren.

INTRODUCTION

Action Plan “Security in Schools in the Municipality of Prizren” is the third consecutive publication which aims, through cooperation with relevant institutions, in this case with the Municipality of Prizren, to provide an in-depth study and analysis on identified issues of concern, such as the security in schools of Prizren.

Protecting the health, safety and wellbeing of students and teachers are some of the general responsibilities of the Ministry of Education in Kosovo, which also bears main responsibility for planning, setting standards and ensuring quality of the pre-university education system.

Municipality of Prizren, which is located in the south-eastern part of Kosovo with around 180 thousand residents, distributed in the city and 74 villages, provides primary and lower secondary education in 71 schools, with a total of 27,513 students and 1,555 teachers, with a student-teacher ratio of 18, which is compliant with the AI on the maximal number of students.⁵ In terms of upper secondary education, Municipality of Prizren has 14 secondary schools with 9,518 students and 537 teachers.

Although the results of the study indicate that schools are relatively safe in Prizren, they also seem to be affected by crime and various incidents, which may have an impact in threatening students’ and teachers security, or increased feeling of insecurity. To this end, efforts of institutions to increase security, in close cooperation with the society as a whole, must be further enhanced to strengthen the general security in schools, on one side, and improve the quality of the education process, on the other.

As a result of this cooperation and the detailed study, this document will serve to identify concrete actions which should be undertaken to improve security in schools and to provide the possibility to measure the impact after the implementation of activities by relevant institutions.

With the aim of identifying trends and perceptions of citizens on the security in schools in the Municipality of Prizren, the research team used a combined quantitative and qualitative methodology, applying the following methods: survey, focus groups, and other statistical data from sources within the Kosovo Police, Ministry of Education, Science and Technology, and Municipal Directorate for Education in Prizren.

For sampling purposes, random sample selection method was applied, and the research results are based on a sample which includes 525 citizens of the Municipality of Prizren, including students from primary and secondary schools, specifically: 358 students, 80 parents, and 87 teachers. Representation of communities was proportional, as represented in the

⁵AI 17/2012, Maximal number of students per class and teacher-student ratio

total population of the Municipality of Prizren.

The Action Paper initially provides an analysis of the state of security in the central and local levels, based on data from the Kosovo Police, and reflects incidents related to schools, fights between students, incidents in the vicinity of schools, and damages to school property.

Trends of citizens' perceptions on public safety in the national level will be reflected generally, based on the findings of the Public Pulse report, and an analysis will be provided based on the results of the survey with parents, students and teachers. Conclusions and recommendations on further actions are developed based on the research results.

General security situation in the Municipality of Prizren

General security situation in Kosovo in the recent years was considered as generally stable. However, perceptions on the security situation and public satisfaction with security institutions have changed over years. It must be noted that as of January 2011 there was a positive trend of security indicators.

When respondents were asked if they feel safe or unsafe while outdoors, 84% have declared they feel safe (compared to 62% in June 2011), and only 12% have stated they feel generally unsafe (as opposed to 31% in June 2011). When these findings were analyzed on a gender basis, no significant differences were noticed.⁶

Despite assessing the security situation in Kosovo as stable, citizens' concerns have nonetheless been present. This may be as a result of various criminal offences occurring in Kosovo, which have increased by 4.5 percent, as shown by KP data, in the period 2010-2011. Concerning criminal offences include the large number of traffic accidents, thefts, attempted thefts, etc.

Indeed, incidents occurring in or around schools have continuously been a concern for students, teachers, parents, and for institutions themselves. Incidents recorded by the Kosovo Police in the period 2011-2012, are of various natures.

In total, Prizren has recorded 75 cases in 2011 and 34 cases in 2012. In the two years, most frequent incidents include: serious bodily harm, aggravated thefts, damages of property, and light bodily harm, as well as cases of possession of arms, coercion, and disturbance of public order.

⁶UNDP, "Public Pulse Report 5", p. 36, 2012

Table 1: Incidents reported in the schools of the Municipality of Prizren 2011-2012⁷

Registered incidents	2011	2012
Light bodily harm	16	10
Serious bodily harm	7	1
Theft	5	2
Aggravated theft	14	7
Attempted theft	2	0
Damages to property	11	7
Intimidation	4	2
Coercion	2	0
Possession of arms	4	0
Disturbance of public order	6	2
Discovery of arms and ammunition	2	1
Fire incidents	1	1
Attempted murder	1	0
Inappropriate and arrogant behaviour	0	1
Total	75	34

Based on the data of the Kosovo Police of 2011, incidents reported in primary schools in 2011 and 2012 comprise 56 percent of reported cases. It must be stressed that the majority of incidents occurred in city schools, which in 2011 comprise 80 percent of cases, and 76 percent in 2012.

Perceptions on security in Prizren schools

Perceptions on the environment undoubtedly have an impact in the behaviour of individuals and creation of convictions on the surrounding. The study has identified perceptions of students, teachers and parents on their security in school, the education process, and the role of parents in education with the aim of enhancing quality and security.

As a security indicator, respondents have been asked how safe they generally feel in school, or how safe do parents feel when their children are in school. Study results show that over 65 percent of respondents feel very safe or safe, and only 4 percent feel unsafe and very unsafe.

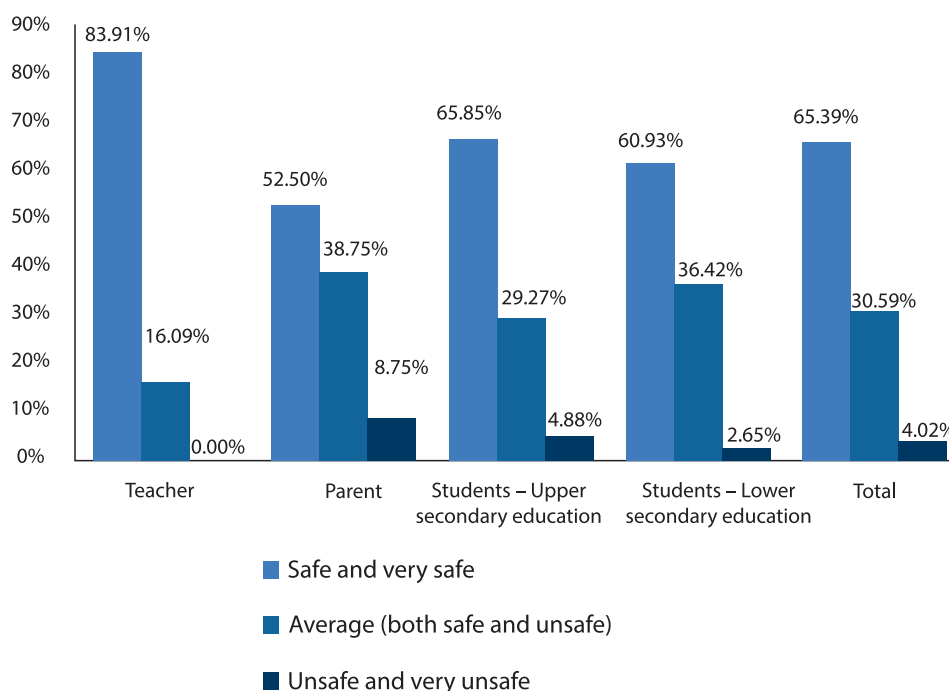
Teachers comprise the group of respondents who feel safer compared to students and parents. It is important to mention that no teacher has stated to feel unsafe or very unsafe in school. Around 84 percent of them feel safe and very safe, compared to 64 percent of students and around 52.5 percent of parents, who feel very safe or safe when their children are in school.

⁷Report from the Regional Prizren Police for the school year 2011-2012

On the other hand, parents seem to be the group which has stated the highest level of insecurity, compared to students and teachers.

Nearly one in 11 parents declared to feeling unsafe or very unsafe when his/her child is in school.

Figure 1: Security perceived in school for students, teachers and the opinion of parents for their children



Place of residence of students, teachers and parents is seen as a factor which impacts the reported feeling of security in school. Residence in village was seen both in the focus groups and based on the research results as the place with highest reports of feelings of insecurity.

For this reason, the study has analyzed the location of schools where students attend their education process. Significant statistical differences are observed between students attending school in villages compared to those in cities. Around 81 percent of students attending school in villages feel safe and very safe, compared to only 56 percent of students in city schools.

Table 2: Feeling of security of students, teachers and parents according to demographic and other factors⁸

		Students	Teachers	Parents
Gender	Girls/Women	63.4%	82.1%	51.7%
	Boys/Men	64.2%	85.4%	54.0%
Implementation of school regulation	Yes	75.3%	91.1%	70.8%
	No	45.0%	71.4%	26.7%
Security cameras exist	Yes	58.3%	86.0%	50.9%
	No	72.5%	80.0%	55.6%
Place of residence	City near the centre	55.5%	80.0%	39.5%
	City far from centre or in the suburbs	56.4%	91.7%	58.3%
	Village	74.8%	90.0%	66.7%
Location of school	Village	80.7%	81.8%	70.0%
	City	56.2%	84.6%	46.6%
Class of education	Lower secondary	65.9%	NA	51.2%
	Upper secondary	60.4%	NA	54.1%
Success in the previous semester	Excellent	59.6%	NA	NA
	Very good	60.4%	NA	NA
	Good	65.4%	NA	NA
	Sufficient	73.8%	NA	NA
	Poor	71.4%	NA	NA
Ethnicity	Albanian	66.30%	88.20%	56.50%
	Other	49.10%	54.50%	27.30%
Employment status	Employed	NA	NA	53.50%
	Unemployed (jobseeker)	NA	NA	45.55
	Unemployed (not seeking a job)	NA	NA	50%
	Other (housewife, pensioners, disabled)	NA	NA	75.50%

⁸Based on the chi-squared distribution, significant results have been obtained reflecting changes in the distribution of feeling of security in schools according to the following factors: implementation of school regulation, presence of security cameras, settlement and ethnicity. It is important to highlight that there is a negative correlation between the feeling of security of students in school and settlement, indicating that the nearer to the city (near the center) the settlement is, the higher is the insecurity of students ($r=-0.177, p<0.001$).

Students and their perception on security in schools

As students pass the majority of their time in school environments, it is important both for their wellbeing and the education process to have a high security in schools. Indeed, there are a series of factors which affect the convictions and perceptions of security in school.

Results of the study with students indicate that generally, there is a general feeling of security among students when they are in school. Nearly 64 percent of interviewed students have declared they feel very safe or safe, and around 4 percent have declared they feel unsafe and very unsafe.

Significant statistical changes are observed in the reporting of feelings of security according to place of residence. Students living in villages report a higher level of security (75 percent), which is by 19 percentage points higher than for students living in cities.

There are no significant changes according to education level among students who feel safe and very safe. Reported feeling of security for students in lower secondary education is 66 percent, around 5 percentage points higher than that of students in upper secondary education.

There are, however, a number of factors which affect the feeling of security of students and formation of convictions whether the school is a safe environment to attend. These factors are certainly of special importance, particularly to allow, through concrete actions to have an impact in changing and consequently increasing the feeling of security in schools.

Findings of this study show that, as far as the feeling of security in general of students in school is concerned, there is no significant statistical correlation when measuring it taking into account the success of students and distance of students with the school.

Also, given the increased tendency to increase safety in schools through various methods, such as the placement of cameras in schools, it was important to see if, in schools where cameras are located, there is a higher feeling of security. However, the results showed a negative correlation in terms of the feeling of security in schools where cameras are installed ($r = -0.194$, $p < 0.001$). Hence, despite the existence of cameras in schools, the feeling of security was lower among students of those schools.

In schools where cameras are installed, there is lower level of level of security. It could be that these results are due to the fact that schools with security problems were in fact selected for the programme to install cameras.

Results of the study also provide convincing evidence that the feeling of security in schools for students is linked with the implementation of school regulation, place of residence, ethnicity, age and installation of security cameras in school.

Biggest threat/risk faced by children in school

A number of threats and risks have been identified by parents and teachers, which represent a risk for the security of children/students when going to or coming from school.⁹

Risk to children's security as a result of poor infrastructure in schools; lack of lighting in the school vicinity/yard, risks against students in road/traffic, as a result of the lack of fences, underpasses or overpasses, and lack of pavements; negative occurrences in schools such as groupings of young people (non-students) near schools; fights/harassments between students, and the presence of cold weapons (and firearms) in schools, presence of stray dogs (particularly during winter) have all been identified as concerning threats/risks the security of students, from the parents' and teachers' point of view.

In the list of risks faced by students or parents in their way to or from school, vehicles in traffic and stray dogs are the most significant ones.

Vehicles in traffic appear as an issue of concern for 41 percent of parents and 36 of students in of upper secondary education, and the primary problem for students of lower secondary education are stray dogs and untamed animals (around 58 percent).

Significant statistical changes are also observed between the percentage of the type of major risk faced by students and location of schools. For those whose school is located in villages, stray dogs comprise the main problem (58 percent), followed by weather conditions and vehicles in traffic (around 11 percent).

Meanwhile, the percentage of students attending schools in cities which report stray dogs as the major problem is lower (around 37 percent), followed by a higher reported risk, compared to village schools, for vehicles in traffic (31 percent). In addition, students attending schools in cities list among the major problems harassments by people (gangs, hooligans) (around 15 percent).

⁹UNDP has organized two focus groups, one with parents and another with teachers in the Municipality of Prizren, with the aim of obtaining their perceptions on issues regarding security in schools.

Table 3: Perceptions on threats/risks while travelling to school, opinions of parents and students.

	Parent	Student - Lower secondary education	Student - Upper secondary education	Total
Stray dogs or untamed animals	30.0%	58.3%	23.2%	41.0%
Vehicles in traffic	41.3%	16.5%	36.4%	27.9%
Harassments by people (gangs, hooligans)	10.0%	8.7%	17.9%	12.1%
Lack of street lighting	8.8%	2.9%	11.3%	6.9%
Weather conditions	6.3%	7.3%	4.6%	6.2%
Other	1.3%	2.9%	3.3%	2.7%
I don't know/No answer	2.5%	3.4%	3.3%	3.2%

Place and time where respondents feel least safe

Indeed, to undertake any initiative or action for adults to increase and improve security in schools, it is very important to understand which locations are considered by students as unsafe, as well as the time where they feel least safe.

Study results show differences in terms of perception of unsafe places for students of lower secondary education vis-à-vis students of upper secondary education.

While students of lower secondary education list the schoolyard (around 33 percent), empty classrooms (19 percent) and toilets (18 percent) as the most unsafe places, this list changes for students of upper secondary education. The most unsafe place is considered by them the cafeterias outside of the school (around 27 percent) followed by the toilet - WC (23 percent) and schoolyard (19 percent).

On the other hand, teachers generally are of the same opinion with students of upper secondary education on the schoolyard and have a similar opinion on cafeterias, while empty classrooms, which are listed as the second most unsafe place for students of lower secondary education, it is only relevant for 3 percent of teachers.

It is important to note that a high percentage of interviewed teachers (around 33 percent) were undetermined and gave no answer to the question on places they deem as most unsafe.

Survey data also indicates that times in schooling and while returning from school are when all respondents feel least safe.

Another concerning issue is the time when students of lower secondary education go to school.

Around 28 percent of them list this time as the least safe, contrary to students of upper secondary education and teachers, for whom this time holds no particular significance in the distribution of percentages.

Table 4: Time when teachers and students feel least safe

	Teachers	Student - Lower secondary education	Student - Upper secondary education	Total
Going to school	6.9%	28.2%	11.3%	18.2%
Returning from school	26.4%	22.3%	35.1%	27.5%
During school hours	5.7%	15.5%	11.3%	12.2%
During breaks (between classes)	4.6%	12.6%	10.6%	10.4%
During school activities	27.6%	17.5%	30.5%	23.9%
I don't know/No answer	28.7%	3.9%	1.3%	7.9%
Total	100.0%	100.0%	100.0%	100.0%

Table 5: Place where teachers and students feel least safe

	Teachers	Student - Lower secondary education	Student - Upper secondary education	Total
Empty classrooms	3.4%	19.4%	14.6%	14.6%
Stairwells and corridors	8.0%	10.7%	7.3%	9.0%
Toilets (WC)	9.2%	17.5%	23.2%	17.8%
Laboratories		1.5%	1.3%	1.1%
Parking lots	4.6%	6.3%	4.0%	5.2%
Schoolyard	20.7%	33.5%	19.2%	26.1%
School cafeteria		1.0%	2.0%	1.1%
Cafeterias outside school	20.7%	6.3%	26.5%	16.0%
I don't know/No answer	33.3%	3.9%	2.0%	9.0%
Total	100.0%	100.0%	100.0%	100.0%

Perception on negative occurrences present in schools and feeling of security

Presence of negative occurrences in schools remains a concerning issue, and they are present in various forms. Teachers and parents raise concerns on the increasing number of such occurrences, particularly on the use of tobacco and alcohol by young people, and the presence of arms in schools.¹⁰

To better assess the impact of these occurrences on the feeling of security, the research has included a series of questions, on information that students or teachers have on the frequency of the use of psychotropic substances, cold weapons or firearms.

In addition, respondents have been asked on the level of difficulty to find such substances or arms within the school.

Table 6: Reporting by students on the frequency of the use of psychoactive substances or weapons within the school

Rank	Cold weapons	Firearms	Drugs	Ecstasy	Tranquilizers	Marijuana/Hashish	Alcohol	Tobacco
None	56.40%	79.00%	79.00%	83.20%	69.30%	73.50%	64.60%	23.20%
Little	15.40%	8.20%	8.60%	7.20%	16.40%	11.40%	17.00%	14.70%
Some	16.60%	4.80%	5.70%	2.50%	7.60%	8.20%	11.20%	30.50%
Majority	7.80%	2.90%	1.10%	0.60%	1.50%	1.90%	3.00%	28.00%
I don't know / No answer	3.80%	5.10%	5.50%	6.50%	5.10%	5.00%	4.20%	3.60%

Given the reporting by students on the frequency of the use of psychotropic substances or weapons, it must be mentioned that all such occurrences are present in schools, although some in lower percentages.

According to the order, 73.2 percent of students report that tobacco is consumed in school, followed by carrying of weapons, 40 percent, use of alcohol, 31 percent, and tranquilizers, 26 percent. There are minor reports also on the use of marijuana, firearms, drugs and ecstasy.

However, there are differences in reporting by students, compared to that of teachers and parents, but also depending on the age of respondent students as well.

It must be stated that in all cases, the largest number of those who believe that no student uses psychoactive substances or arms is among students of lower secondary education.

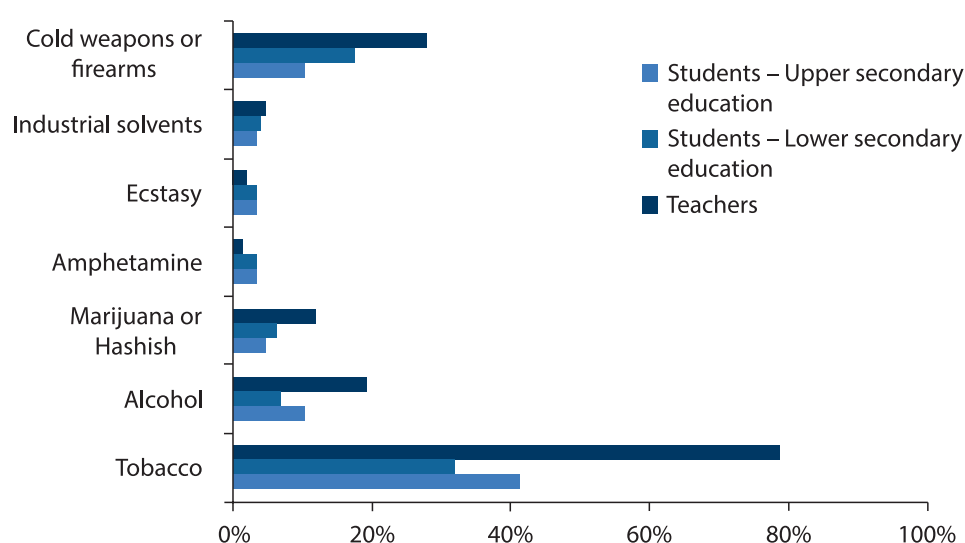
Differences in percentages between those who have knowledge on the use of tobacco in

¹⁰Results obtained by the Focus Group held with teachers, Prizren, November 2012.

school are seen between parents and parents and teachers. While around 28 percent of parents declare that they are informed that the majority of students smoke, less than 7 percent of teachers declare to be informed on this.

As far as the level of difficulty in locating psychoactive substances and weapons in school is concerned, data indicate that students of upper secondary education consider that finding them is easy, compared to teachers or students of lower secondary education. Around 79 percent of them report that it easy or very easy to find tobacco use in school territory, followed by cold weapons (28 percent) and alcohol (19 percent) (Figure 2).

Figure 2: In your opinion, how easy it would be to find psychoactive or weapons in your school (easy and very easy)



Although there are various perceptions on the information that students and teachers or parents have in relation to the presence of negative occurrences in schools, and the extent to which these are distributed, the impact they have in the feeling of security/insecurity is highly significant.

Therefore, the Chi-Square distribution is applied to see the impact of negative occurrences on the feeling of security among students and teachers.

According to this analysis, significant statistical changes have been observed in the reporting of the feeling of security among students, depending on the frequency of the use of psychoactive substances and frequency of possession of weapons in school. Percentage of students and teachers who report that they feel safe or very safe is higher where reporting of negative occurrences in schools is not very frequent.

Table 7: Feeling of security among students, by use of psychoactive substances and possession of weapons in schools

	None	Little	Some	Majority
Use of tobacco	81.0%	63.3%	71.3%	47.5%
Use of alcohol	73.3%	42.6%	50.0%	46.2%
Use of marijuana/hashish	69.0%	56.8%	42.4%	44.4%
Use of tranquilizers (without prescription)	71.4%	54.1%	34.5%	37.5%
Use of ecstasy	67.4%	50.0%	45.5%	33.3%
Use of other drugs	67.7%	55.9%	48.1%	20.0%
Carrying of firearm	70.4%	42.9%	40.9%	38.5%
Carrying of cold weapons	76.6%	53.7%	50.8%	40.0%

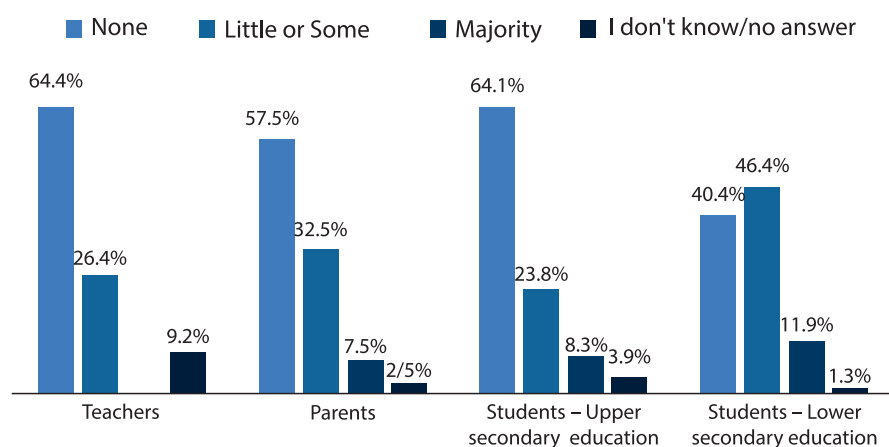
(Percentage of those who feel safe or very safe)

Table 8: Feeling of security among teachers, by use of psychoactive substances and possession of weapons in schools

	None	Little	Some	Majority
Use of tobacco	79.2%	50.0%	38.5%	45.5%
Use of alcohol	57.4%	64.3%	25.0%	
Use of marijuana/hashish	63.5%	14.3%	16.7%	
Use of tranquilizers (without prescription)	59.3%	45.5%	28.6%	
Use of ecstasy	60.3%	20.0%		
Use of other drugs	58.0%	40.0%		
Carrying of firearm	60.3%	20.0%		
Carrying of cold weapons	67.4%	44.4%	29.4%	33.3%

In addition, despite declarations that arms, particularly cold weapons, appear to be an issue of concern, there are differences in opinion by respondents on the frequency of possession of arms. Differences in percentages are mainly seen between teachers and other respondents (students and parents), on whether the majority of students carry cold weapons in school. 12 percent of students of upper secondary education, 8 percent of students of lower secondary education and 7.5 percent of parents report that majority carry cold weapons, compared to the opinion of teachers, which none declared similarly.

Although in some cases data indicate that cold weapons are carried by a small number of students, their presence is reported by 58 percent of students of upper secondary education, 40 percent of parents, 32 percent of students of lower secondary education and 26 percent of teachers.

Figure 3: Reporting of carrying of cold weapons in schools by teachers, students and parents

In terms of the feeling of security and the presence of cold weapons, the data also indicate that in cases where declaration is made that students never carry cold weapons only 2 per cent of respondents declare to feel unsafe, compared to 12 of respondents who have declared to feel unsafe because the majority carries firearms.

According to the results, the present of fights without weapons seems to have a significant impact in the statements of students on the feeling of security. In schools where there are statements that fights with weapons are more frequent, the feeling of security among students is lower. Largest differences in percentages are seen among respondents who have declared to feel very safe. In schools with reports that fights have been occurred, this percentage is 38.5, compared to 11 percent, in schools where such have occurred often.

Similar figures are seen in the relation between fights with weapons and feelings of security. In schools with reports that no fight with weapons has occurred, the feeling of security is higher, with 70 percent stating they feel safe and very safe, and in cases where fights with weapons have frequently occurred in schools, only 38 percent declare to feeling safe or very safe.

Thefts of school property, quarrels between students, also quarrels between students and teachers, uncontrolled visitors in schools, etc., are also amongst concerns raised in focus groups. For this reason, through this study, we have managed to also obtain the perception of students, teachers and parents on various occurrences in their schools.

Significant statistical differences are observed between reporting by students of upper secondary education, lower secondary education, parents and teachers on the following occurrences (Table 3). Students of upper secondary education most frequently report such occurrences, followed parents, students of lower secondary education and finally teachers.

Quarrels between students are seen by the respondents as the most frequent occurrence, where more than half believe that such quarrels occur frequently or sometimes.

As far as uncontrolled visits in school are concerned, which was identified as a concern by the focus groups as well, according to the results of the study, 32 percent have declared that this problem occurs sometimes or frequently (see Table No. 9).

Sale of drugs and alcohol has the lowest percentage value among negative incidents in schools which have occurred sometimes or frequently (around 4 percent).

Table 9: Reporting by respondents of the frequency of incidents in schools, broken down by teachers, parents and students.*

	Teachers	Parent	Student - Lower secondary education	Student - Upper secondary education
Quarrels (swearing, insults) between students	41.4%	51.3%	43.2%	72.8%
Fights without weapons	21.8%	43.8%	34.0%	58.9%
Uncontrolled visitors in school facilities	19.5%	42.5%	23.8%	43.7%
Vandalism (damages/destruction of school property)	34.5%	28.8%	36.4%	40.4%
Quarrels with teachers (swearing, insults against teachers)	9.2%	16.3%	13.6%	37.1%
Harassment in entering/exiting school	13.8%	26.3%	20.4%	26.5%
Harassment while waiting for the bus	5.7%	3.8%	2.9%	23.8%
Theft of personal properties	5.7%	13.8%	14.6%	19.2%
Use of alcohol	3.4%	5.0%	7.3%	18.5%
Use of drugs	5.7%	8.8%	6.8%	12.6%
Fights with weapons		8.8%	5.3%	9.3%
Sale of drugs/alcohol	1.1%	5.0%	4.4%	5.3%
Theft of school property	10.3%	11.3%	7.8%	4.6%

**percentage of those who report that such incidents have occurred sometimes or frequently*

Despite general values of respondents' observations, there are differences when results are analyzed based on the age of students, and even in perceptions of teachers and parents on similar issues.

Harassments while waiting for the bus seem to be a bigger concern for students of upper secondary school than for other respondents. Around 25 percent of students of upper secondary education believe that this occurs frequently or sometimes, which is notably higher than the percentage of parents (4%), teachers (6%), or students of lower secondary education

(3%), who believe this occurs frequently or sometimes.

Quarrels between students, such as swearing or insults, appear to be the most frequent occurrence in school, based on the perception of respondents. However, differences between perception of students on one hand, and parents or teachers on the other, are obvious.

Over 72 percent of students of upper secondary education believe that quarrels between students occur frequently or sometimes, compared to 54 percent of students of lower secondary education, 51 percent of parents, or around 42 percent of teachers.

Cases of harassment between students (swearing/insults) occur between students, or between students and teachers, and harassment when entering/exiting the school, or by uncontrolled visitors show significant statistical results in terms of their correlation with the feeling of security.

In cases when respondents have declared that quarrels between students, teachers or uncontrolled visitors have occurred frequently the feeling of security is lower. Only 45 percent declared they feel safe in cases where quarrels between students occur frequently, while this percentage is much higher (76 percent) among respondents who have declared that such incidents have never occurred. This correlation is also valid for other occurrences where the feeling of security is notably higher in schools which have not report the occurrence of such incidents, compared to cases where such incidents have occurred frequently.

31 percent of respondents feel safe in schools which have reported that quarrels with teachers (swearing, insults against teachers) occur frequently, compared to 79 percent of respondents who feel safe in schools which reported that such incidents never occur. For harassments while entering/existing, the ratio is 27 with 81 percent, while the feeling of security in relation to the presence of uncontrolled visitors is 31 with 80 percent, respectively.

However, there are differences in the reporting of students, parents and teachers on the incidents stated above. Percentage of students of upper secondary education who report that fights without weapons occur frequently or sometimes is notably higher than the reporting by students of lower secondary education. Around 59 percent of students of upper secondary education report that fights without weapons occur frequently or sometimes in their schools, compared to 34 percent of students of lower secondary education.

In terms of reporting by parents and teachers, 44 percent of parents have reported that fights without weapons occur frequently or sometimes, compared to 22 percent of teachers who have reported that fights without weapons occur frequently or sometimes in the school where they work.

Fights with weapons are considered as rare incidents compared to those without weapons. However, differences are seen in perceptions parents and students of upper secondary

education, compared to teachers. While a similar percentage of students of upper secondary education and parents (around 9 percent), declared that such cases occur frequently or sometimes, no teacher have declared the same.

As far as perceptions on the sale of drugs and alcohol are concerned, declarations of this incident occurring rarely are very high both among students as well as teachers and parents. Differences are also seen in the percentage of respondents who believe that these cases occur frequently or sometimes, where 5 percent of students of upper secondary education declare that sale of drugs and alcohol occurs frequently or sometimes, compared to only 1 percent of teachers who share the same opinion.

Regarding the findings of the research on information of respondents about the use of drugs and alcohol in schools, it is clear that students of upper secondary education have the highest conviction that drugs and alcohol are used frequently or sometimes, compared to other groups.

Over 12 percent of students of upper secondary education report that drugs in their schools are used sometimes or frequently, and over 18 percent of them declared that alcohol is used, while over 6 percent of students of lower secondary education and over 7 percent believe that there is a frequent or rare use of drugs and alcohol, respectively.

These values are notably lower among teachers and parents. For the use of drugs only around 6 percent of teachers believe that it is used frequently or sometimes, while over 3 percent of them share the same opinion on alcohol. Around 9 percent of parents believe that drugs is used in schools frequently or sometimes, while only 5 percent of them believe that alcohol is used.

In addition, various incidents which have occurred in schools, reported by the KP, involve various damages to school property, such as vandalism, thefts, etc., have also been identified as concerning issues in focus groups with parents and teachers.

However, according to perceptions of respondents, the vast majority, over 74 percent, believe that thefts in school never occur, although such cases have also been reported to the Kosovo police.

Regarding vandalism, values are higher than with thefts. Around 37 percent of respondents believe that vandalism occurs frequently/sometimes, only 15 percent believe the same for thefts of personal property, and only 7 percent on the presence of thefts in schools.

No major differences are seen in results in terms of reporting by students of lower secondary education or students of upper secondary education, in relation to the presence of thefts and vandalism in schools.

The biggest difference of results obtained from the survey of parents and teachers is on the reporting of vandalism in schools. A higher percentage of parents, around 53 percent, report that vandalism occurred frequently in their children's school, and only 25 percent of teachers believe the same.

It must be stated that significant statistical results have been obtained when analyzing the feeling of security in relation to the location of thefts and vandalism in schools.

Chi-square distribution values on the correlation of the feeling of security and information of respondents on the presence of thefts and vandalism in schools is in an acceptable level of significance of 0.05, which in this case is $p < 0.001$, which is an important statistical result.

Findings indicate that for respondents who have declared that no school property theft has occurred the feeling of security is much higher, namely around 75 percent have declared that they feel very safe or safe. Only 20 percent of respondents who have declared that thefts have occurred frequently have declared that they feel safe.

Also, for cases of vandalism, the feeling of security is lower when there were cases of vandalism in schools. Only 40 percent of respondents who have declared that there were frequent occurrences of vandalism in schools feel very safe and safe, compared to around 74 percent of those who have declared that there was never vandalism in schools, who feel safe or very safe.

Police, security provider in schools

The presence of members of the Kosovo Police in the vicinity of schools and their cooperation with educational institutions has been raised as an issue by parents and teachers. Furthermore, teachers have raised their concern of late reaction by the Police in cases of fights between students, risking, according to them, the security of teachers as well, who must intervene to keep the situation under control.¹¹

Certainly, the Kosovo Police is responsible to protect life and property, keep public order and safety, and prevent and discover crime. In addition, there is within the Kosovo Police a Community Policing Department, which aims to enhance security and wellbeing of the community, and strengthen the police-community relations.

Furthermore, the Strategy and Action Plan 2012-2016 of Community Policing, envisages specific activities in schools, as well as holding lectures and presentations in schools with the aim of raising the awareness of students on the consequences of the use of drugs, arms, etc.¹²

Upon the request of parents and teachers, through the questionnaire, views of students, parents and teachers were obtained on their preferences on the forms of the presence of the Police in schools.

According to the results of the study, the largest part of respondents prefer the police's presence, through civilian uniform police and patrols, namely 28 and 27 percent

¹¹Concerns obtained during Focus Groups with teachers and parents, in Prizren

¹²Kosovo Police, Action Plan 2012-2016/Community Policing 2013-2017

respectively, followed by 21 of respondents who prefer it through lectures and 11 percent as reaction against incidents. Around 8 percent of respondents do not want a police presence in schools.

Figure 4: Preferences on the presence of the Kosovo Police in schools



When these results were compared by gender, there are differences in the way how people want a Police presence in schools. Around 25 percent of women prefer a police presence through educational lectures, compared to only 13 percent of men who prefer the same. Differently from women, 35 percent of men prefer a police presence through civilian uniform officers, compared to 22 percent of women.

Table 10: Preferences regarding police presence in schools, according to teachers, parents, students, gender and school location

Preferences on police presence in schools		In visits (patrols)	In educative lectures	In civilian clothes	Only in cases of incidents	No Police presence in schools required	I don't know
Respondent groups	Teachers	41.4%	51.3%	43.2%	72.8%	43.2%	72.8%
	Parents	21.8%	43.8%	34.0%	58.9%	34.0%	58.9%
	Students – lower secondary school	19.5%	42.5%	23.8%	43.7%	23.8%	43.7%
	Students –higher secondary school	34.5%	28.8%	36.4%	40.4%	36.4%	40.4%
Gender	Male	29.9%	15.2%	32.6%	9.1%	10.2%	3.0%
	Female	24.2%	28.1%	23.5%	14.6%	6.5%	3.1%
Education type	Higher secondary education	26.4%	18.1%	31.3%	12.8%	9.3%	2.2%
	Lower secondary education	27.9%	24.2%	25.5%	11.1%	7.7%	3.7%
School location	School location – village	28.3%	21.7%	17.1%	13.8%	16.4%	2.6%
	School location – town	26.8%	21.4%	32.4%	11.0%	5.1%	3.2%

Regarding the perception of teachers and parents, data shows that most teachers, namely 33% of them, prefer to have the police provide lectures, compared to only 16 percent of parents that prefer this form.

Meanwhile, parents prefer most the presence of police in civilian clothes, as 38 percent of them, compared to 18.4 percent of teachers, prefer this form. Noteworthy, only 8 percent of all respondents of this survey opine that the Police should not be present in schools at all.

Differences are also noted regarding the perception of respondents, based on school location. Over 16 percent of the respondents from schools in villages think that the Police should not be present in schools, compared to only 5 percent of respondents from schools located in towns.

Based on the chi-square distribution analysis, significant statistical changes are noted regarding preferences pertaining to the form of Police in schools and frequency of the following occurrences: theft of personal property, vandalism, unarmed clashes, armed clashes, use of drugs and sale of drugs and alcohol in schools.

Respondents which reported that such events have never occurred or have rarely occurred, prefer to have the Police present through educative lectures, or not present at all, whereas those that report that such events have occurred a number of times or often during the previous semester prefer to have the Police present in visits (patrols) and civilian clothes.

Role of teachers in the educational process

The focus groups organized with parents and teachers reveal a general conviction that the educational system reform in Kosovo has not proven very successful. In the discussions with teachers, it was noted that many of them feel that the existing legal framework makes teachers powerless in discharging their duties. Moreover, there are opinions that consider that punitive measures are more severe for teachers, while there is a lack of regulations that stipulate student punishment forms, and provide clarifications on student obligations in schools.

The most severe form, which is often used for ‘problematic’ students is their transfer to other schools, which the teachers find be an unsuccessful measure.¹³

Teachers have raised their concerns regarding feeling threatened from their students, and even students’ parents, whenever they grade students in negative grades or undertake measures to expel (transfer) students from their schools. Moreover, there are cases when teachers feel insecure, and not only for themselves, but also for the safety of their families, as a result of threats coming from students.¹⁴

¹³Concerns raised during the Focus Group with teachers and parents in Prizren.

¹⁴Concerns raised during the Focus Group with teachers and parents in Prizren.

Therefore, during the survey, teachers were asked if there were cases when they were threatened by any student or other person, for school-related issues.

Contrary to concerns of this nature raised during focus group discussions, results obtained through this research reveal that, in fact, the number of teachers that have stated to have been threatened is small. Of all surveyed teachers, only 7 percent have stated to have been threatened (6 teachers in total, of which 4 were primary school teachers).

However, AI No. 06/2010 on the Code of Conduct and Disciplinary Measures clearly stipulates the rights, obligations, forbidden actions, class attendance and disciplinary measures and procedures for students that act in violation of the Code of Conduct.

Educational-disciplinary measures that may be imposed on students include: verbal warning; written warning; temporary suspension from competition, excursions, visits, and tours; temporary suspension of up to three days; temporary suspension of up to 1 month, which may be issued with the consent of the Municipal Education Directorate. The right of suspension exceeding one month is reserved for the municipality, which is also mandated with the organization of alternative education for such students.¹⁵

In order to obtain information on whether the respondents are aware of the existence of the Code of Ethics, they were asked if their school possesses one such Code. Results reveal that most of them (over 92 percent) stated that their school does possess a Code of Conduct; however, when speaking on the implementation of the said regulation, around 36 percent consider that the regulation is inadequately implemented.

Methods that the teachers prefer to use in order to manage classroom discipline vary greatly. According to the teacher survey results, most of them prefer to notify students' parents (around 33 percent), 23 percent prefer to use verbal sanctions, whereas only 5.7 percent of surveyed teachers state that they prefer to expel students from the classes, as means to maintain classroom discipline.

In order to know more on the experience of students, teachers and parents on school-related incidents, they were asked questions on issues such as: assaults or insults on teachers by students or vice-versa, insults on teachers by parents, permanent or temporary expulsion of students, which may have occurred in their schools:

¹⁵ MEST, Administrative Instruction No. 06/2010, Articles 4 and 5.

Table 11: Have the following events occurred in your school:

Events	Yes	No	I don't know
Student was permanently expelled	39.40%	55.40%	5.10%
Student was temporarily expelled	62.10%	33.70%	4.20%
Parent insulted teacher	8.00%	88.20%	3.80%
Parent assaulted teacher	1.70%	95.60%	2.70%
Student insulted teacher	17.50%	79.80%	2.70%
Teacher insulted student	29.10%	67.80%	3.00%
Student assaulted teacher	4.40%	93.00%	2.70%
Teacher assaulted student	29.90%	66.70%	3.40%
Total	100%	100%	100%

Also, data obtained through this research was analyzed using the Chi-square distribution analysis, in order to see the interaction between various events that affect the educational process and are present in schools, related to the general feeling of safety.

Results reveal that the occurrence of such events in schools, including use of physical and verbal force, influences the feeling of safety. In cases when it was reported that teachers have assaulted students, only 52 percent of the respondents declare that they are safe or very safe, in comparison to 78 percent of respondents from schools in which teachers have not assaulted students.

Similarly, in cases when it was stated that students have assaulted teachers, the feeling of safety diminishes. In such cases, only 52 percent claim that they feel safe or very safe, in comparison to 66 percent of the respondents that claim to feel safe in schools in which such events did not occur.

It is also important to emphasize that the relation between the feeling of safety and events like temporary or permanent expulsion of students from schools is not statistically supported, since the significance level is lower than 0.05, namely $p=0.3$ and $p=0.2$.

The role of parents in the educational process

Pre-university education is a common responsibility of parents, educational and training institutions, municipalities and the Government, all of which exercise their respective functions and responsibilities¹⁶. The Ministry maintains key responsibilities related to the promotion of parent participation and partnership with the training and educational community, through Kosovo Parents' Council, leading educational and training institution bodies and other means¹⁷.

As regards the Municipalities, they have additional responsibilities, in cooperation with parents, Police and other public authorities, to undertake steps necessary to address violent behaviour and abuse in, or related with the respective institutions.¹⁸

The Law on Pre-University Education stipulates the following obligation 'Every educational and/or training institution shall have a parents' council. In addition to their representation in the Parents' Council, the parents shall have the right to present their complaints regarding the quality of teaching and the school environment to the director of the educational and/or training institution, to the municipality and the Ministry.'¹⁹

The functions of the KPC shall be to represent the interests of parents, to encourage and enhance the role of parents as key stakeholders in promoting a quality education system, to convey to the Ministry the parents' opinions on any aspect of pre-university education and to be the main channel of communication and consultation between the Ministry, the educational and/or training institutions and parents.²⁰

With the aim of identifying the level of parents' interest on their children's education in schools, they were asked on the means and frequency of information thereof. Results show that 42.5 percent of parents say that they frequently inquire on their child's performance in schools, followed by 36 percent who claim that they continuously inquire and 19 percent who claim that they occasionally inquire.

Regarding their means of information on the child's performance in school, over half of the surveyed parents (around 62 percent) have stated that they are informed through parents' meetings. Other forms of information are less utilized by the parents themselves, whereby only 20 percent said that they use individual meetings with teachers (not organized by the schools). Noteworthy, results reveal that communication between parents and children regarding children's performance in schools is very low. Only 14 percent of the surveyed parents have stated that they are informed on their children's performance in school by the latter themselves.

It is important to emphasize that differences in the frequency of parents' interest on children's performance in schools, and their level of education, employment status, gender, place of residence, are random. It may be said that all these parent groups show more or less the same level of interest on the performance of their children.

The same can be claimed regarding means of parents' information. No significant differences are noted among abovementioned parent groups in the means of their information on their children's performance in schools.

¹⁶Law No. 04/L-032 on Pre-University Education in the Republic of Kosovo, Article 3

¹⁷Law No. 04/L-032 on Pre-University Education in the Republic of Kosovo, Article 5

¹⁸Law No. 04/L-032 on Pre-University Education in the Republic of Kosovo, Article 7

¹⁹Law No. 04/L-032 on Pre-University Education in the Republic of Kosovo, Article 16

²⁰Law No. 04/L-032 on Pre-University Education in the Republic of Kosovo, Article 16

Conclusions and recommendations

Initially, it should be clearly noted that pre-university education is a common responsibility of parents, educational and training institutions, municipalities and the Government, all of which perform various tasks and functions, and that only with common will and cooperation can positive results be achieved.

However, the prerequisites for achieving such results include the institutional willingness and institution-community partnerships, which should commonly undertake concrete steps towards improved general school safety.

Based on the research findings, a number of recommendations for relevant institutions and stakeholders were compiled, and should be implemented in the near future, in order to provide all teachers and students with a safe working and learning environment:

1. Firstly, the Municipality of Prizren should make the results of the research public and present them in a round-table attended by all stakeholders, civil society representatives and media, in order to obtain the opinions of various actors in relation to the recommendations and steps to be taken in the future. Results of this research should serve the Municipality in the development of special policies for increasing school safety, and as a mechanism for measuring the success achieved in improving citizen perception on school safety, thus assisting in the fulfilment of objectives envisaged in the National Community Safety Strategy. Municipality of Prizren should share this operational document with MEST and other municipalities, to serve as a model for addressing matters of significance, noted in the research. Therefore, this document would serve in the compilation of the School Safety Strategy, which MEST plans to draft during this year.

2. Also, Municipality of Prizren should encourage and support with sufficient financial means all Prizren school directors in establishing or strengthening their Safety

Councils²¹, as bodies mandated to increase safety prior to the any school year, based on comprehensive consultations with parents and students, by drafting concrete steps and pursuant to school specifics. This council should gather on monthly basis to discuss school safety considerations and identify as soon as possible any threats and risks for their school. The council should compile an annual safety plan and send it to relevant institutions, with the aim of increasing student and staff safety in schools, in travel to school and during school activities.

3. Municipality of Prizren should request annual education inspections and identification of problematic matters from respective ministries, as foreseen in the Law on Pre-University Education. The Municipality, in close cooperation with leaders of educational institutions, should continuously identify risks faced as a consequence of poor infrastructure, and allocated means for avoiding such infrastructural problems, prior to the beginning of the school year or whenever necessary.

²¹The School Safety Council should be composed of school management, teacher representatives, police, Parents' Council representatives, Students' Council representatives and representatives of the neighborhood or village in which the school is located.

4. Being that school yards were identified as less secure locations, the Municipality, based on its competencies, should ensure that the new school year finds all schools with adequate fences and lighting, which should increase the safety.

5. The Municipality should provide all means necessary for ensuring safety in event of natural disasters, fire or other disasters, and ensure that all staff and students are informed on how to react in such situations, thus preventing eventual student and staff injuries.

6. The Municipality should adopt all rules necessary, in addition to the Code of Conduct, not only for student sanctioning but also to promote good behaviour and student discipline, the concept of healthy schools and elimination of violence. This should be performed in close cooperation with students and parents, thus fulfilling its legal responsibilities.

7. Through the Municipal Community Safety Council, the municipality should request regular reporting on school safety considerations by the Police and MDE, which would enable an immediate reaction towards the prevention of negative phenomena in schools and ensure cooperation between parents, Police and other public authorities, which are supposed to undertake certain steps to address violent behaviour and misuses in, or in connection with, respective institutions.

8. The Municipality, through the Municipal Community Safety Council, and based on the findings of this analysis, is suggested to create a list of safety prerequisites which should be fulfilled by every school, in order to be certified by the Municipality and the Council as a 'Safe school'. The assessment of safety re-certification should be performed

on annual basis.

9. The school, by establishing partnership with all students, should develop forms for integration of problematic students and their inclusion in various school activities, including sportive, cultural and educational activities. It should further establish partnerships with other institutions, such as Centres for Social Work.

10. The Municipality, based on its own-competencies, should continuously seek and find ways to include teachers in various training programmes, such as to identify manners of identifying students with violent behaviour and integrating them in the society; to identify contemporary teaching methods for problematic students, etc.

11. With the aim of improving information and cooperation between the educational institution and parents, the municipality should create a practical information mechanism, in addition to the methods already applied, such as meetings with parents, including informing the latter through SMS. Also, teachers should be provided with standard reporting forms after each meeting with parents, which would identify concerns of parents, students or teachers, and transferred to the school steering council and forwarded to MDE.

11. Being that traffic safety and stray dogs were identified as concerning threats, especially for students of lower grades, the Municipality should cooperate with the Kosovo Police in increasing safety in the vicinity of schools and identifying dangerous locations for students. Moreover, teachers and parents should, whenever deemed necessary, organize community watches and accompany students of lower grades through locations considered more threatening for their safety.