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Economic development based on the energy sources exploitation

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Abstract

Intensive economic development often causes imbalances in space and causes conflict between different interest groups. Therefore there should be found ways and models in order development not to cause degradation and resource exhaustion.

The main concept of economic development based on ecological principles is based on these principles:

Merging ecology and economy in every level decisions

Equality among generations(to disable disaster for future generations)

Very high evaluation of living environment without taking into consideration material benefits for human beings.

Energy is the basic problem according to which we shall treat economic development based on ecological principles.

Energy is the main element of economic development. There is no economic development without energy production. Kosovo cannot build a sustainable future without development of the energy sector, though it is rich in energetic and mineral resources. The assessed reserves of lignite amount to 14.3 million tons, and the rational use of this source is very important for the development of our country.

The exploitation of lignite for power plant is not an economic exploitation, that is, for 1 kWh of its necessary to burn an average of lignite with 9630 KJ and of 7100 million tons of lignite may be obtained 5.497 THh. According to a World Energy Association somewhere between the half and 2/3 of the necessary world energy should be supplied in coal, therefore the world's coal production should be increased three times more than in 1979[1] .

It has been found out that coal exploitation as fuel is followed by numerous problems, especially for the living world. These problems are specific depending on the processing: cleaning, transport, use, waste etc.

In Table 1 are presented different processing stages and the possibility of implication for human health.

Introduction

Development of a society depends on the availability of resources, especially of energetic resources. In developed countries are carried out many researches in the field of exploitation of natural resources and their processing using advanced technologies, and protecting the environment. In Kosovo it's exploited the lignite resource for the generation of electric energy that not taking into account the protection of environment.

During the 90ies because of known circumstances, the development of the energy sector stagnated, and also the repair of power plants that was very necessary, wasn't respected. After 2000 from the performed studies it has been found out that generated energy has not been sufficient for an economic growth and also for daily needs of public sector. From these studies it was set up a project by a temporary mission of UNMIK and Ministry of Energy and Mines for a building of a new power plant. The project was financed by the World Bank.

The purpose of Kosovo and countries in the region is the integration in the European Union. In this integration each country should meet the provided criteria by law of the EU. According to World Health Organization approximately 23% of premature deaths in the World are connected with the environmental pollution. At the children of age 0- 14 this percentage of death is increased to more than 36%.

The generation of the electric energy should be within the protection of environment. The aim of this work is the study of the issues of the economic development, possibilities of an advancement paying attention in the exploitation of the resources and their substitution with an ecological technology.

Impact of lignite exploitation on the electric energy generation

The exploitation of lignite for every processing starting from exploitation with surface mining, burning, enrichment, gasification etc., carry a lot of problems for the environment. In Table1 are presented only few processing how they impact human health.[1]

Table 1. Potential impact of coal on human health

SOURCE	EXPOSURE	IMPACT
Open mines	Acid mine drainage ;heavy metals (Pb,Cd,As), increase of pH	Sub chronic effects, cardiovascular diseases
Cleaning and enrichment	Dust, trace elements(Cd,Cr,Fe,Hg.Ni,Zn,Mn,Se,SO2,	cancer(respiratory, nasal),dermatitis ,inhibition of spermatogenesis and enzymes
Transport	Dust, pollution (metals and organic sub.)	Respiratory harassment, cancer
Combustion, emission	SO2,NO2,O3,CO,Ni,B,Se,Cu,AsPb,Fe,	Respiratory harassment, chronic diseases cancer, hearing loss,
ashes	Cr, As, B, Cd, Mn, Se	Respiratory cancer

Fossil fuels have a common feature: all of them when they burn form carbon dioxide. They are the main key of the carbon cycle on Earth. Carbon dioxide is the main pollutant which is made from fossils fuels. NO, NO2 and N2O together called NOx, sulphur present in coal results as SOx[2]. Coal reserves are substantial, however, coal is less attractive fuel from the CO2 emission. Cheaper coal is that of surface mining, but with greater contamination of the environment. All forms of generation have an impact on the environment but this generally is not reflected in the price of electricity, because the increased price because of the impact on the environment is known as externality. According to a Euro stat[3] records the contribution of the renewable electricity for the period 1995 to 2020 is as follows: According to an intelligence source renewable electricity is always increasing starting from 1995 until 2010 and also for the year 2020 are presented in the table.

	1995Eurostat	2000Eurostat	2010 planning	2020 planning
wind(TWh)	4	22.4	168	444
Fotovolt. (TWh)	0.03	0.1	3.6	42
Biomass(TWh)	22.5	39.2	141	282
Hydro(TWh)	290	322	355	384
Geoterm.(TWh)	3.5	4.8	7.0	14
Participation (%)	13.9	15.1	22.3	33.8

The table clearly shows that with the generation of energy with renewable energy resources in 2020 will be approximately 34% Currently the plant Kosovo A and B are enormous air pollutants. The concentration of dust emission from the block B1 is over ten times higher than the value limit presented according to the EU norms. Very high values are of SO2, CO2, NOx presented in Table 2. The values are compared with the Athens Memorandum, Table 3 where it's seen the limit of pollution and the limited deadline of the pollution reduction.

Table 2. Environmental pollutants from power plants

Emission	unit	TCA	TCB	Total
dust	Kton	10.78	5.97	16.76
SO2	Kton	6.75	13.47	20.22
NOx	kton	6.24	14.52	20.76
CO2	Kton	2.364.25	4.689.62	7.053.87

Carbon dioxide is the cause of 60% of the effect " enhanced greenhouse effects". The levels of atmospheric CO2 continuously increased to 10% every 20 years.[4],[[5]

Table 3. Limits of pollutants under Athens memorandum

Emission	TCA	TCB	Limits	deadline
dust(mg/Nm³)	902.32	156.35	50.00	31.12.2017
SO2(mg/Nm³)	251.42	208.55	400.00	31.12.2017
NOx(mg/Nm³)	705.75	835.08	500.00	31.12.2017

CONCLUSIONS

- The ever growing needs for energy and environmental protection requires a scientific research and application of results in the field of energy.
- For general industrial and economic development today is not necessary only the efficient use of newest technologies but there should be also anticipated possible changes in the environment as well as social development trends.

- Degraded land by waste includes an area of 1559 ha, while the minefield gap is about 1470 ha, which means that for TE activities have been degraded about 3000 ha of agricultural land. This has been manifested by the lack of many essential agricultural cultures.
- The most negative impacts are the impact of polluted waters by deposits. This is seen also from waters of the Sitnica River and its branches which contain various pollution matters, including also phenol derivatives.
- The main aim is to generate energy with the use of renewable energy using wind, solar energy, biomass, water resources, geothermal etc. According to above mentioned data this generation in 2020 should increase approximately 34%. For the period 2002-2010, in the utilization of these resources are leading Austria, Sweden, Portugal. The countries which generate the least are Hungary, Belgium and Poland. EU countries have a very rapid increase in 2010 such as Denmark, Greece and Portugal. Albania and Kosovo are not anywhere in these records but we believe that in the future we will be in the list of the renewable resources .
- The contribution of solar energy and wind energy is less than 2%.

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The role of informatization in innovation and changing in education systems of the transition countries

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Abstract:
This research paper is focused on the role of ICT and e-learning education/literacy as a key component on the Education System of the transition countries. It investigates the importance of ICT and e-learning literacy and their impact on: curriculum development and implementation, Student/Learner-centered teaching/learning, Competency-based approaches, Integrated teaching and learning, Flexibility and mobility, Transparency and accountability.

The research explores whether e-learning and ICT can enhance the competency-based curriculum in Kosovo within the new revised Curriculum Framework. The primary research is based on experiences and the level of inclusion of ICT education within the actual 2001 Curriculum Framework (White Discussion Paper), and on the result of intensive and dedicated 12 months work of Kosovo State Curriculum Council (KSCC) that is closely involved in the development of the new 2010 version of the Kosovo Curriculum Framework.

The paper also looks at the effects of ICT literacy in all main features of the curriculum stages and their result with Student Personal development of key competencies such as: communication and expression, thinking and learning, Life-, work-, and environment-related competencies etc.

Finally, the research shows that the ICT and e-learning literacy of teach+ers needs to change and academics need to embrace new technology since Kosovo society is now reconnected to the most recent developments in science, technology and culture.

1. Introduction

ICT and e-learning literacy is one of the responses to the challenges that aims at providing a foundation to increase the quality and equity of education services for all students, and to reconnect the education system with trends and issues linked to recent education reforms in other progressive systems.

An earlier Curriculum Framework was developed in 2001 by the UNMIK Department of Education and Science-Core Curriculum Team, with the support of UNICEF Kosovo (the then "lead agency for curriculum development") in the context of the UNMIK administration of Kosovo. The "*2001 Curriculum Framework*" was meant to set the basis for a coherent and quality functioning of our system in line with principles such as learner-centeredness, flexibility and inclusion. While defining a common "*core curriculum*" in terms of quality learning outcomes, it catered also for local needs and contexts through introducing a school-based part of the curriculum. Such changes, while in line with international effective education/curriculum policies and practice may though have been too daring for those times. Despite a wide participatory process, the document was never made official.

Nevertheless, after 2001, although not formally implemented, it became a main reference document within the curriculum and education system and inspired processes of capacity building, syllabus development and teacher training. The 2005 evaluation by the London Institute of Education stressed the quality and value of the document for the overall enhancement of quality learning and learning outcomes in Kosovo. The evaluators urged the Kosovar education authorities to take appropriate actions for its revision and implementation in compliance with the new developments since 2001.

2. ICT Literacy in Kosovo

The term ICT/digital literacy was popularized by Paul Gilster, who, in his book of the same name (Digital literacy) defined it as: the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers. The concept of literacy goes beyond simply being able to read; it has always meant the ability to read with meaning, and to understand. It is the fundamental act of cognition. ICT literacy likewise extends the boundaries of definition. It is cognition of what you see on the computer screen when you use the networked medium. It places demands upon you that were always present, though less visible, in the analog media of newspaper and TV. At the same time, it conjures up a new set of challenges that require you to approach networked computers without preconceptions. Not only must you acquire the skill of finding things, you must also acquire the ability to use these things in your life. (Gilster, 1997: 1-2)

Information and Communication Technologies (ICT) are part of our everyday life and permeate many activities, such as working environments, daily communications and relationships, handling of administrative affairs, etc. They have become a basic priority and a key driver in

politics, economics and -more significantly for this issue- education. However, it is necessary to promote further digital equity in order to enhance social inclusion in/through this migrating process.

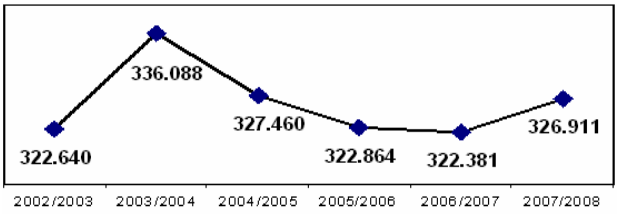
In 2007, the Ministry of Education, Science and Technology of Kosovo (MEST) issued its "*Strategy for Development of Pre-university Education in Kosovo 2007-2017*". Objective 4.2 of the strategy "*Fully functional system for ensuring quality learning built on standards comparable to those in developed countries*" refers to the revision of the Kosovo Curriculum Framework of 2001 as one of priorities of the MEST by 2010.

The 2010 Curriculum Framework constitutes the main reference document for the new cycle of reforms in the education system in Kosovo aimed at addressing these and other contemporary and future challenges. These challenges require that young people develop the capacity to use knowledge, skills and attitudes in the context of real world problem solving.

The Republic of Kosovo is the newest country in Europe, located in the middle of South-Eastern Europe. It declared its independence on 17 February 2008, after nearly ten years of United Nations (UN) administration and three years of internationally-mediated status talks. Kosovo's population is estimated to be around 2 millions living in a territory of 10,908.1 km² (Statistical Office of Kosovo). The right to education is guaranteed for every citizen by Kosovo's Constitution and other applicable laws, where public institutions ensure equal opportunities for everyone in accordance with their abilities and needs.

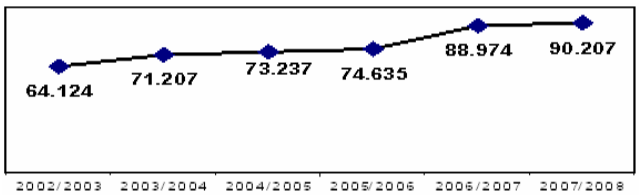
Kosovo is a young dynamic multi-ethnic society with almost one fourth of the population attending one level of formal education in any given year. To illustrate this, the two tables below indicate the number of students/learners in primary, lower high school and upper high school in Kosovo during 2002-2008.

Figure 1. *Number of students in primary and lower High School (secondary) in Kosovo during 2002-2008*



Source: Statistical Office of Kosovo

Figure 2. *Number of students in upper High School (secondary) education in Kosovo during 2002-2008*



Source: Statistical Office of Kosovo

One of the most important achievements of the last few years is represented by the start of a real democratic process in Kosovo, as it pertains to the emergence of a new democratic power structure and democratic institutions. This relates to the revival of a civil society and the feeling of collective and individual dignity. Therefore, one of the main aims of education in Kosovo is the development of knowledge, attitudes and skills required by the exercise of a democratic citizenry. This will enable young people to engage competently in public affairs, and to be active and responsible citizens in a pluralistic and democratic society. Education for democratic citizenship will be provided with specific attention to the multi-ethnic and multi-cultural character of Kosovo society, so as to enable students to deal constructively and positively with issues of difference; and to cultivate and respect their own rights and the rights of others.

The year 2010 has been declared the European Year against Poverty and Social Exclusion. This paper aims to contribute by presenting some advantages and opportunities afforded by Technology Enhanced Learning for social inclusion.

Kosovo society is now reconnected to the most recent developments in science, technology and culture. The way for a new dialogue between the Kosovo education system and other progressive education systems of the world now has a new chance. In this respect, another important aim of Kosovo education is to equip learners with valuable updated knowledge and instrumental skills which will help them cope with the challenges of a learning society, and of lifelong learning perspectives in an interdependent world.

Information and Communication Technologies (ICT) and e-learning literacy in Kosovo includes new tools and processes of accessing and processing information, as well as communicate it based on electronic means, such as computers, TV, Internet and other digital means [Virginia Steiner, 2004]. On the other hand, distance Education is instructional delivery that does not constrain the student to be physically present in the same location as the instructor. Historically, Distance Education meant correspondence study. Today, audio, video, and computer technologies are more common delivery modes. Distance education is not simply the addition of technology to instruction; instead, it uses technology to make possible new approaches to the teaching/learning process.

Today all agree that most conceptions of digital inequity or the so-called digital divide need to be reassessed, as the sole provision of hardware, software and Internet access is not a guarantee of enhanced social inclusion. In fact, we need to make sure that they are effectively integrated into communities, institutions and societies, and used by citizens in order to engage in meaningful social practices (Warschauer, 2003).

3. Information Age and the need for curriculum revision

When taking into consideration the Information and Communication Technologies development, professional analyses of Kosovar and international bodies, professional opinions of leading educators, as well as the opinions of students, parents, and other stakeholders, several reasons for a comprehensive curriculum reform in Kosovo were found:

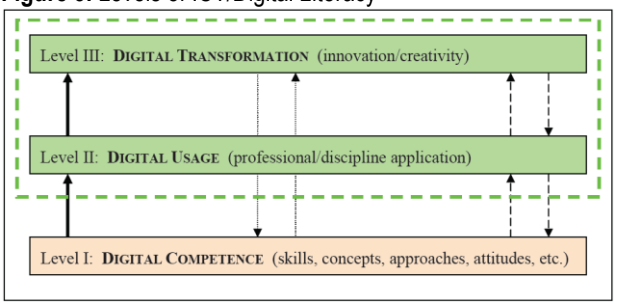
- The aims and objectives of educating young people through the Kosovo education system have to be clearly defined, in terms of serving as a basis for further curriculum development and as a reference for assessing and evaluating students' learning achievements.
- General orientations for teaching and learning in a formal education system have to be provided for teachers, parents, learners, developers of teaching and learning materials, evaluators and other stakeholders based on common framework.
- Students have to be equipped with knowledge and skills from the perspective of lifelong learning and of a learning society (especially through ICT). Due to the complexity of today's world, learning cannot be reduced only to the period of formal schooling, but has to be emphasized as a permanent dimension in a person's life.
- There is a need to avoid learners being overloaded with irrelevant or outdated information/data and stimulated only with regard to the development of lower level intellectual skills. The new curriculum fosters a balanced approach in teaching and learning with regard to providing students with valuable and updated knowledge, while also helping them develop valuable skills and positive attitudes towards themselves, others, learning and life.
- Schools and teachers should be encouraged to introduce and use new learning strategies, from the perspective of a learner-centered approach and of an interactive methodology.
- The democratic changes in Kosovo society and its pluralistic character have to be reflected through the new curriculum.
- The principle of school autonomy has to be cultivated through the new curriculum as well.
- The interdependencies of today's world, as well as new developments in the labor market, in terms of ensuring the pre-conditions for mobility and for enabling students to compete successfully in the local and international labor market have to be taken into consideration for the design of the new curriculum.

4. How to strengthen ICT literacy in Kosovo?

ICT Literacy has become one of the main competences in this century. Without being able to use Information and Communication Technology effectively and responsibly the chances on the global market are very low. Nowadays more than 250 million Europeans are regular visitors to the Internet. Yet despite this encouraging figure, large sections of the population continue to be barred from the multiple new opportunities. But even those who are using the new ICT media regularly are not imperatively ICT literate. Information and Communication Technology literacy does not only mean that the people possess the technical infrastructure, it also means that they are able to maximize the possibilities these new technologies offer to them.

ICT literacy can be seen as conceivable on three levels, we may approach ICT/digital literacy in the same vein, seeing it as operative first at the level of technique, of the mastery of digital competences, secondly at the level of thoughtful usage, of the contextually-appropriate application of digital tools, and thirdly, at the level of critical reflection, of the understanding of the transformative human and social impact of digital actions (Fig. 3).

Figure 3. Levels of ICT/Digital Literacy



ICT competence is a requirement for and precursor of ICT literacy, but it cannot be described as ICT literacy.

4.1. ICT and e-learning Literacy for Teaching Staff

With the "*2001 Curriculum Framework*" much of the work on ICT and e-learning literacy has concentrated on skills and education for students or learner, however, a crucial area must be the ICT literacy levels of teaching staff that are responsible for the development and implementation of e-learning. Following on Project of Curriculum Framework, Kosovo State Council for Curriculum authorized the 6 month Research in 2009/2010. This research organized by the author of this paper, carried out a survey of teaching, managerial, administrative and technical staff, to establish how staff access and use ICT within their work environment. The research found there were a general lack of staff awareness about ICT skills and a lack of training for staff, in particular non-teaching staff. Where training existed it focused primarily on the basic courses of ICT skills and where staff had received training in the development of ICT skills, this was mainly in the form of a one-off training session to support the introduction of a new service or resource.

When taking into consideration the ICT competencies professional analyses of Kosovar and international bodies, professional opinions of leading educators, as well as the opinions of students, parents, and other

stakeholders, several reasons for a comprehensive curriculum reform in Kosovo were found:

- The aims and objectives of educating young people through the Kosovo education system have to be clearly defined, in terms of serving as a basis for further curriculum development and as a reference for assessing and evaluating students' learning achievements.
- General orientations for teaching and learning in a formal education system have to be provided for teachers, parents, learners, developers of teaching and learning materials, evaluators and other stakeholders based on common framework.
- Students have to be equipped with knowledge and skills from the perspective of lifelong learning and of a learning society. Due to the complexity of today's world, learning cannot be reduced only to the period of formal schooling, but has to be emphasized as a permanent dimension in a person's life.
- There is a need to avoid learners being overloaded with irrelevant or outdated information/data and stimulated only with regard to the development of lower level intellectual skills. The new curriculum fosters a balanced approach in teaching and learning with regard to providing students with valuable and updated knowledge, while also helping them develop valuable skills and positive attitudes towards themselves, others, learning and life.
- Schools and teachers should be encouraged to introduce and use new learning strategies, from the perspective of a learner-centered approach and of an interactive methodology.
- The democratic changes in Kosovo society and its pluralistic character have to be reflected through the new curriculum.
- The principle of school autonomy has to be cultivated through the new curriculum as well.
- The interdependencies of today's world, as well as new developments in the labor market, in terms of ensuring the pre-conditions for mobility and for enabling students to compete successfully in the local and international labor market have to be taken into consideration for the design of the new curriculum.

Developing ICT literacy skills, or e-literacy skills, is essential for teaching and other support staff to be able to fully engage and exploit teaching resources in the e-learning system. Engaging with academic staff to develop their own skills also makes them more likely to see the value of building these skills into their courses for students. Building on ICT literacy programmes offered to students, teaching staff will need to play an important role in delivering this type of ICT-literacy education to student. ICT-literacy skills for staff might include knowledge of the range of resources available in the digital world, such as which teaching titles are available in electronic format. But it would also include teaching a member of staff to build an online teaching material and add stable links to electronic education materials. ICT-literacy also involves knowledge about copyright and licensing arrangements for electronic resources, what Martin (2003) terms, moral issues. So teaching staff would receive guidance and support about issues such as which resources are licensed to allow downloading for use in the virtual learning environment, and which must be linked to.

Teaching staff will need increasingly to be called upon to offer guidance in this area, through a variety of means such as:

- One to one training and support for guidance on specific issues
- Group training sessions for more routine problems such as setting up an online teaching material, or learning to use the online education materials
- Documentation (printed and web based) that teacher can consult on a need to know basis

4.2. ICT and e-learning Literacy for Students/learners

ICT and e-learning literacy and education will help students/learners cultivate their local, ethnic and national identity, as well as enabling them to be open to the enrichment of personal identity, through the interdependencies of today's world. Learners will be supported to understand that identity is not only what differentiates people, but that it also comprises what makes them part of a wider world. They will be supported in understanding and valuing the fact that people hold a local ethnic identity, but also that it is important to promote a wider identity. This is possible on the basis of common interests and of sharing a wider sense of belonging.

ICT education will also help learners to know about and value the traditions of their family and their community, as well as to make them able to be open to the history and culture of other communities, and of other countries and people. Children will be also encouraged in cultivating their traditions and in contributing to the enrichment of their cultural heritage.

With ICT and e-learning literacy:

- Learners will be educated in order to make creative use of their knowledge and skills in different situations and new contexts; to engage individually and in co-operation with others in problem identification and creative problem solving, and to cultivate motivation and skills for independent and critical thinking.
- Learners will be supported to develop responsibility for themselves, for others, for society, and for the environment. The development of responsibility implies the awareness of the consequences of personal action, as well as the awareness and

understanding of the responsibility of taking the initiative.

- Learners should be able to link theoretical knowledge to practical activities, develop a positive attitude towards learning, have the ability to apply acquired knowledge and skills to further studies in work, and in public and private life.
- Learners will be supported to develop self-confidence and positive motivation, as well as to make proper use of their rights. They will be supported to cultivate their curiosity and inquisitiveness, as well as to demonstrate a positive attitude towards difference, in terms of ideas, phenomena, persons, cultures, etc.
- Education has to enable young people to contribute, with all of their potential, to the reconstruction and welfare of Kosovo society, while developing autonomy as individuals who are able to pursue a life of personal accomplishment.

5. Education in Kosovo from perspective of the international and global context

ICT literacy will help in some of the additional challenges and opportunities faced by the Kosovo society, including:

- ***Knowledge society and economy***. Due to rapid technological and social developments over the last decades, access to knowledge (especially through ICT) is now virtually unlimited, resulting in the democratization of knowledge worldwide. Knowledge is seen today as an increasingly important means of wealth generation and production. Because of this virtually unlimited access to information and in order to cope with new contexts and challenges, schools need to help young people develop the competences to access and process information independently and responsibly, as well as to develop broader competencies for life and work.
- ***Increased interdependencies and mobility***: Owing to the effects of globalization (for example, on communication, finance, travel, education, culture, migration, life styles,) communities everywhere are today increasingly interdependent, This affects individual and collective identities and what is seen as "universal" or "international" as opposed to traditional, "local" and "national".,. More than ever before young people have to be able to adapt to rapid and unpredictable change, for example, the recent world economic and financial crisis, the spread of diseases and constantly emerging conflicts.
- ***Learning to Live Together***: The 1996 UNESCO Delors Report highlighted "Learning to Live Together" as one of the main challenges in an increasingly open and inter-dependent world, including the constructive management of diversity, peaceful conflict resolution, tolerance, self-respect and respect of the other intercultural understanding and effective communication. "Learning to Live Together" is also a priority for Kosovo with regard to the process of European integration in which it aims to take an active part. This entails the promotion within Kosovo of values and practices associated with inclusion, democratic citizenship and Human Rights in the context of public, professional and private lives.
- ***Sustainable development***. In an increasingly globalised world in which the quality of life on Earth for the current and next generations is under serious threat, learners need to be equipped with the knowledge, skills and attitudes to sustain the environment and avoid the waste of resources. This requires young people to be made aware not only of the principles and practices of social cohesion and inclusion but also of how to effectively battle against poverty, marginalization, discrimination and injustice.

6. Curriculum framework (CF): WHY, WHAT, HOW and HOW WELL learners should learn?

The revised Curriculum Framework promotes a competency-based approach, developed through practically-oriented learning. The shift from a content-based to a competency based curriculum aims to mobilize the potential of Kosovo youth to compete successfully in the labor market locally and abroad. The aspiration is also to maximize the potential benefits that may be derived from a growing number of educated youth and to bring about improvements to Kosovo's society, economy and environment in order to bring it into closer alignment with advanced western European societies.

ICT literacy makes possible to realize the specific features of different education levels, thereby providing the basis for transparent relationships between schools, parents, and local communities. It will help schools and education administrators in the organization, management and evaluation of school activities and effectiveness. Depending on their individual characteristics, staffing, infrastructure, community and environment, schools will be encouraged to actively engage, as learning organizations, in providing diversified opportunities for all students to develop the knowledge, understanding and key skills and competencies defined in the Curriculum Framework.

ICT-literacy creates the basis for extended communication and cooperation between schools and community, in order to increase the quality and equity of education services, as well as the accountability of teachers, schools and education authorities at different levels.

6.1. Principles for development and implementation of the curriculum framework

The Kosovo Curriculum Framework has a regulatory role with regard to the overall "curriculum system" that should be coherent and consistent with common underpinning principles of quality curriculum construction and implementation.

These principles apply to both the common part of the curriculum ("core curriculum") as well as to the optional part of the curriculum.

The principles underpinning the development and implementation of the curriculum framework in Kosovo are as follows:

- Learner-centered teaching and learning and inclusion
- Competency-based approaches
- Integrated teaching and learning
- Flexibility and mobility
- Transparency and accountability

7. The Kosovo new education structure: what has to change and why?

The CF is aligned with the new Kosovo education structure of pre-school, primary, secondary and post-secondary education, comprising the following education stages:

ISCED levels [1]	Kosovo education structure		Ages
ISCED 4	Post-secondary		18 +
ISCED 3	COMPULSORY	Upper secondary Grades 10-12	15-17
ISCED 2		Lower secondary Grades 6-9	11-14
ISCED 1		Primary education Grades 1-5 Pre-primary grade	5-10
ISCED 0	Preschool education		0-5

Compared to the previous structure, the main changes in the education structure are as follows:

- The last year of pre-school education becomes compulsory ("pre-primary year");
- Grade 13 is abolished in both general and vocational education;
- Compulsory education is extended from 9 years to 13 years, including the preprimary year;
- School year is extended to 40 weeks.
- A post-secondary stage of one or two years is included in the education system (ISCED 4 level) mainly to further develop vocational education and training;
- An expanded common core is established for both general and vocational education so as to allow for better links and mobility between general and vocational streams.
- In general upper secondary schools, based on an expanded core curriculum for all, students will be able to choose to study in classes responding more specifically to their interests and needs, such as classes offering more mathematics, ICT, natural sciences, languages, social studies, or arts.
- In vocational education, the development of key competencies similar to those in general education is envisaged, along with the development of more specific work related competencies.
- Preparation for life and work is also reinforced in general education

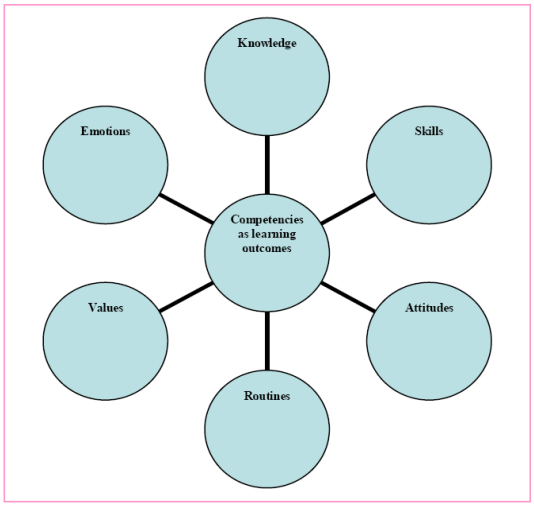
8. The concept of "competencies" as learning outcomes

Given the increased complexity of a rapidly changing world, there is currently a widespread interest in competency-based curriculum development as a way of fostering productive and relevant learning. The KCF embraces a *competency-based perspective* in order to address the diverse learner needs which will meet the relevant present and foreseeable challenges for the Kosovo society and the wider world.

An emphasis on "Competencies" does not imply the neglect of knowledge ; however, a competency-based approach, when defining curriculum and learning outcomes, requires the selection and organization of learning experiences that integrate relevant knowledge with values, attitudes and skills. Competency-based approaches are different from approaches which promote excessive and irrelevant rote learning, based solely on memorizing and reproducing pre-fabricated knowledge.

The figure below presents that the system of competencies include: knowledge, skills, attitudes, values, emotions and routines.

Fig. 4 The "system" of competencies: what do competencies include?



8.1. Key competencies in the new Kosovo education system

The *key competencies* envisaged with the KCF define the main learning outcomes that learners will achieve in

a progressive and consistent way throughout the education system.

Specific learning areas/subjects may, however, is used as the main 'carriers' for the development of particular competencies. In relation to subject areas/subjects, the key competencies are translated into more specific content- and subject-bound competencies (and sub-competencies).

In compliance with the Kosovo education vision and policies underpinning the Curriculum Framework, the following are the key competencies envisaged for the Kosovo education system:

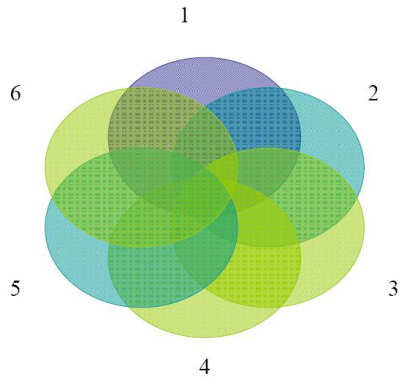
- Communication and expression competencies →**Effective communicator**
- Thinking competencies → **Creative thinker**
- Learning competencies → **Successful learner**
- Life- , work-, and environment-related competencies → **Productive contributor**
- Personal competencies → **Healthy individual**
- Civic competencies → **Responsible citizen**

Key competencies such as *communication and expression*, *thinking* and *learning* are of an instrumental nature: they are basic to competencies that are more context- and content-linked, such as competencies needed in private, public and professional life.

While each category of generic competencies addresses and integrates specific learning outcomes, the key competencies share overlapping elements and aspects – for instance, emotions are integral to communication and expression, as they are to personal development, thinking and life- and work-related actions and situations.

Key competencies are also inter-connected and inter-dependent by the way they influence and reinforce one another from the perspective of a "whole-person". The figure below presents the interconnectedness of key competencies.

Fig. 5. The interconnectedness of key competencies



9. Conclusion

The Competency-based approach in the new Kosovo Education Framework has important implications for curriculum design, as well as for classroom practices (for instance, integration of cross-cutting issues, such as life skills; integrated learning; interactive teaching and learning; a focus on formative and progress assessment). Through the delivery of ICT literacy programmes, which are both timely and integrated, partnerships with teaching and learning support staff can be strengthened. Teachers need to work with new groups of professionals, they need to develop new skills, in particular teaching skills, which enable them to deliver these programmes where appropriate, using technology. E-learning is offering exciting and new possibilities which the teacher need to reach out and seize. The key to success is to get out of the school, build partnerships with teachers and learning technologists and infiltrate their networks.

As shown in this paper the definition of ICT literacy is very broad and cannot only be focused on the use of the Internet or computers in general. Besides the technological ability to use a computer, the user also has to be capable to deal with all the information gained in the Internet and to continue to use this information in an effective and responsible way. To remain ICT literate is thus an ongoing process which means to learn and to use new technologies continuously and to adopt all these processes in everyday life.

This also implies that the need for support to strengthen ICT literacy competences of all Kosovo citizens will continue to exist. If the fast development of new technologies does not decrease the demand to receive additional support to strengthen ICT literacy will not decline, and the need to develop more large-scaled ICT literacy initiatives will thus continue.

The school in Kosovo is no longer simply a physical building; it is a vast collection of digital resources, many accessible from the desktop, anywhere at any time. Teachers need to ensure their place in the virtual world of learning is as central as it was in the physical world.

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Labour Markets in Transition and Gender Inequalities

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Abstract

During transition full employment guaranteed by the state vanished in the process of restructuring the labour market, which led to the large drops in real wages and pressure on employers to reduce the number of jobs. Registered unemployment has soared in the former centrally planned economies, from almost zero to more than ten million. Women represented a higher share of these jobless; six million women were on unemployment registers in 1997 (UNICEF, 1999). Transition to the market oriented economy resulted also with a decline in public employment and the growth of a highly unregulated and informal private market (World Bank, 2002).

How those changes affected gender in the labour market is examined in this chapter. In this resarch we examine how the situation was prior to transition and how did transition effect gender inequality; also the changes in female activity rates are examined. While later in the paper rising level of unemployment and new opportunities for employment regarding gender are analysed. Papaer also examines changes in the pattern of employment and in occupational segregation in the transition economies, as well as changes in educational attainment. Paper continues with the trends of gender labour market and analyses how transition impacted the wage gaps mainly in SEE, CEE and Russian Federation. While in the last section Gender inequalities in labour market of the transition economies with western economies are compared.

Table 1 Trends in gender differentials in unemployment rates

Country	1992			1995			1998		
	Female	Male	F/M	Female	Male	F/M	Female	Male	F/M
Armenia	..	..		..	..		15	4.9	3.06
Azerbaijan	0.2	0.1	2.00	1	0.6	1.67	1.4	0.9	1.56
Belarus	0.7	0.2	3.50	3.3	2.2	1.50	..	..	
Bulgaria	..	..		16.8	16.2	1.04	..	..	
Croatia	20.1	14.8	1.36	..	..		12.1	11.9	1.02
Czech Republic	3	2.2	1.36	4.8	3.5	1.37	..	..	
Estonia	3.4	3.9	0.87	8.8	10.6	0.83	8.6	10.4	0.83
Hungary	8.7	10.7	0.81	8.7	10.7	0.81	7	8.5	0.82
Latvia	2.8	1.8	1.56	18	19.7	0.91	14.1	13.5	1.04
Lithuania	2.8	4.3	0.65	..	..		12.4	14.5	0.86
Macedonia, FYR	32.5	22.1	1.47	41.7	31.9	1.31	..	..	
Poland	15.5	11.9	1.30	14.7	12.1	1.21	12.3	9.1	1.35
Romania	10.3	6.2	1.66	8.6	7.5	1.15	6.1	6.5	0.94
Russian Federation	5.2	5.2	1.00	9.2	9.7	0.95	13	13.6	0.96
Slovak Republic	11.7	11.1	1.05	13.8	12.6	1.10	12.6	11.4	1.11
Slovenia	10.8	12.1	0.89	7	7.7	0.91	7.7	7.6	1.01

Source: World Bank, 2002

1. Introduction

Labour Market in former planned economies was characterized by full employment, and an excess of labour demand over supply (Svejnar, 1999). Full employment and high rates of labour force participation, particularly of women, were two important features of the labour supply. Unemployment in the sense of joblessness did not exist officially, except in Yugoslavia where there were high rates of open unemployment due to a different system (Economic Survey of Europe, 2003).

Prior to transition great emphasis was placed on employment as a right and a duty to both men and women, where according to Brainerd (2000) socialist countries were long committed at least nominally in achieving gender equality in labour market. Women's participation in the labor force was seen as the key to the achievement of gender equality, and gender equality came to be identified with equal labor market outcomes. Female labour force participation rates were high, since government policies such as relatively high minimum wages and generous maternity leave and day care benefits encouraged women to work (Brainerd, 2000). While female-male wage differentials were rated at least as well as their counterparts in developed countries.

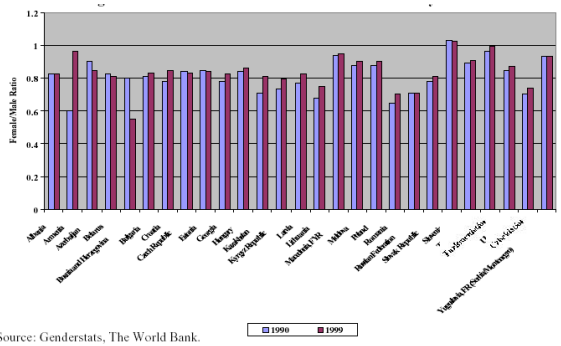
However, even though participation rates were high and wage gaps were small, females were often seen as a secondary workers, unable to commit themselves fully to the jobs and the carriers, because the demand of their other role as the main providers of care for their households.

Females due to 'double burden' performed long hours of unpaid work at home in addition to the paid contribution in the labour market, where in Central and Eastern Europe their weekly workload averaged closed to 70 hours, about 15 hours more than the working load of women in Western Europe. (Unicef 1999). As a consequence of 'double burden' often is suggested that women's dual role leads to specific labour problems as; gender segregation or lower pay for women performing same job as man. However, while gender differences in pre-transition labour market period existed, they were generally low, and the available evidence cannot establish how far gender differentials reflected inequality in economic activities (World Bank, 2002).

Transition to a market oriented economy has brought a fall in GDP, employment and wages. Some of the important effects of the transition in labour market are the sharp increase in unemployment experienced over the last decade, the decline in public employment, and the growth of a highly unregulated and informal private market for labor, and the old centralized system of wage setting has been replaced by a more decentralized system (World bank 2002).

Regarding gender, the concern has been that worsening labor market conditions have had a disproportionately negative effect on women by increasing any pre-existing gender gap in employment and wages (UNCEF, 2002). While some women lost their jobs and had a higher wage gap due to changes that transition brought, those who did not lose the job lost the non-wage family benefits and social services provided in the pre-transition economies. According to Einhorn (1994) even though social benefits were dramatically reduced in the transition period, they remained to a large extent, on statute books in most of economies during early years of transition. Hence the women were perceived to be overpriced in terms of total labor costs despite the fact that prescribed benefits were rarely available in practice. Changes in social benefits and a decline in real wages, made a lot of women to reassess their priorities and needs, and many quit their jobs withdrawing from the labour force (Economic Survey of Europe, 2003).

Figure 1 Trends in Gender Differences in Activity Rates



Source: Genderstats, The World Bank.

From the Figure 1 female economic activity rate in the early transition 1990 and late transition 1999 is shown, from which we can see that there is not a significant decline in the economic activity rates of females during this period. Although, there is a significant decline in female participation rates in Bosnia and Herzegovina which is the only country with a participation rate of 55%, all the other countries shown have the participation rate higher than 70 %. Nevertheless, if we compare female participation rates, with working age of men high mortality and increased out migration, the share of the women in labour market has increased, while the figure 2.1 presented might underestimate the full extent of economic activity, since they are based on System of National Accounts where the informal market which obtains a significant part of the transition economies is not included. (World Bank, 2002)

The economic and political transformation of transition led an increasing number of people to leave the labour force and others to be unemployed. Labour female employment has dropped even more noticeably than female labour force participation. An estimated 14 million

jobs held by women disappeared across the region between 1989 and 1997. This was well over half the total number of jobs lost.

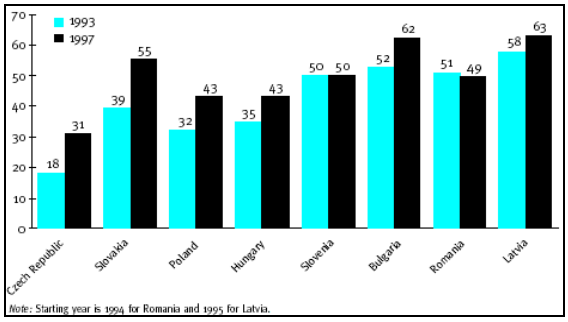
Regarding unemployment during transition process it grew from very low level about 1 million in 1989(found mostly in Yugoslavia) to 8 or 9 million by 1993-1994 during the first years of transition. And in 1999 the number of registered unemployed is estimated at more than 10 million across CEE, SEE and Baltic Countries, from which about 6 million were women (UNICEF, 1999).

From table 1 we can see that unemployment rates increased for both men and women, in Poland women have 35 % higher unemployment rates then men and in Hungary men have unemployment rates nearly 20 % higher than women. While in Bulgaria and Russia females and males have similar rates for the years that data are available.

One interesting issue noted from Table3.1 is that countries where female unemployment has increased more than males are those which are further ahead in their process of transition and have experienced comparatively high growth rates in recent years Slovenia, the Czech Republic, Hungary and Poland.

If we look at the share of the long-term unemployment as many as one to two-thirds of all unemployed women are long-term unemployed in many countries (UNICEF, 1999). From Fig. 2. we can see that this trend has been rising from 1993 to 1997. With the transition and the emergence of labour markets, many jobs were destroyed while some new employment opportunities were created in small and medium enterprises Laureva and Terell (2002). Due to these changes women are more disfavoured than men, since as Nesporova (2001) points out the private employers are very reluctant to hire female workers, because they consider them as high cost workers (maternity leave, less flexible working hours).

Fig 2 Share of long term unemployment in female unemployment 1993-1997



As mentioned in the (chapter II) employers perceive women as less competitive workers due to child rising or care responsibilities. However according to Laureva and Terell (2002) the principal reason of higher unemployment rates of women than men's is because the women are not likely to enter unemployment, but the probability of women leaving unemployment is lower than men's in post communist countries (Czech Republic, East Germany, Poland and Russia). Therefore they suggest that the future focus should be on learning why women are not being hired as readily as men (married women from unemployment and single women from out-of the labour force). Since persistent unemployment is a problem that faces women more than men.

The other way of looking at the gender changes in the labour market during transition is by focusing in employment. However, straight information on employment can only be derived from Labor Force Surveys (LFS) and other survey data even though, they only capture formal employment. Since, according to Nesporova (2001) in line with employment losses in the formal sector, all transition countries saw rapid growth in informal sector employment and the size of informal sector tends to correlate negatively with the economic level of a country.

Regarding gender in early transition asymmetry was seen in employment cuts, sect oral changes of employment and access to jobs in the private sector. The overall trends show that, until recently, women absorbed disproportional large share of employment cuts. Employment reduction remained in double digits and up to over 20% in some countries in Central, South-Eastern Europe and in the Baltic's. Economic recovery in the second half of the 1990s improved the situation on the labour market, but employment continued to decline in a number of countries. Employment cuts were the deepest in the first half of 1990s, when GDP sharply declined and countries introduced major reforms (UNICEF, 1999). In the period 1991-1994 the decrease in employment was larger for women than for men's in the majority of countries.

During 1995-1998, women's employment declined less compared with the earlier period of transition. According to Ruminska-Zimny (2002) for women in the Baltic States (except Estonia), all CIS countries, as well as Albania, Hungary and Slovenia, there were a continuance of asymmetric cuts in female employment, and that for Romania, Macedonia and Serbia and the opposite was true because men continued to be more affected than women

In 1999-2000 men were more affected than women by employment in most of countries. Reason that men were more affected than women during the latest years might indicate from women's flexibility in adjusting to the demand, including accepting jobs at the lower end of the labour market (Ruminska-Zimny 2002), or as Nesporova (2001) claims that women have higher willingness than men to take up low-paid, precarious jobs in the public sector, in unprofitable enterprises or in newly created jobs with small private firms operating mainly in services.

Changes in Employment Pattern, Occupational Segregation and Education

During the restructuring process there was a shift of employment from agriculture and industry towards services. While the employment in services has expanded for both genders over the last decade, with a higher consequences for industry and to a lower extent for agriculture (World Bank, 2002).

Changes in the employment structure in different sectors for selected countries of central Europe, Baltic and Russian federation are shown in Table3.3where. female share in agriculture industry and construction has fallen and it has increased in many service sectors where women were already in majority in the early transition.

In all countries, women's share in employment in education increased reaching 70-80%, while a similar trend was seen in health and social care. At the same time women's share in financial intermediation declined, except in the Latvia, Poland and Romania. The decline was as big as by 24 percentage points in Lithuania and by 4-8 percentage points in Slovenia, Hungary, Estonia and Czech Republic. According to Ruminska-Zimny (2002), if we compare relative wages, in the financial services and education, these changes represent a move towards less paid jobs for women. Moving towards public services indicates that women benefited less from the expansion of market driven services. However, women's share in total services was larger in 2001 compared to men, reaching almost 60% Estonia, Latvia and Lithuania.

Looking at the occupational segregation during transition, (as explained in chapter 2) occupational segregation matters for efficient allocation of the human resources. However, measurement of occupational segregation in transition economies is often complicated by problems in the availability, comparability and desegregation of statistics on occupations. In Figure 3.3 it is presented degree of occupational segregation for selected transition economies that is based on the Duncan and Duncan dissimilarity index, which measures the proportions of women and men who would have to shift occupations in order to create equalized gender distribution. (UNICEF, 1999).

Table 2.Share of women in total employment by industry in selected transition economies, 1994-2001*(Per cent)*

	Czech Republic		Estonia		Hungary		Latvia		Lithuania		Poland		Romania		Slovakia		Slovenia		Russian Federation	
	1994	2001[a]	1994	2001	1994	2001	1994	2001	1994	2001	1994	2001	1994	2001	1994	2001	1994	2001	1994	2001[a]
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Female	44.1	43.4	47.4	49.1	45.2	44.8	48.6	49.4	50.1	50.3	45.4	45.1	46.2	46.5	44.4	46.0	46.7	45.6	47.4	48.2
Agriculture	36.5	32.1	34.5	27.5	28.3	25.1	34.1	38.3	41.0	37.9	45.4	44.9	52.1	49.6	31.1	27.9	44.9	44.4	33.9	35.3
Industry	38.9	37.2	44.8	41.6	40.0	40.0	45.6	41.9	44.8	47.1	34.8	33.0	40.6	43.2	39.0	37.5	40.8	38.6	41.8	38.3
Manufacturing	41.5	38.9	48.3	44.2	42.6	41.7	47.5	45.0	47.1	51.8	38.9	35.9	44.3	47.3	42.0	40.5	42.3	40.4	..	..
Construction	9.7	9.0	14.0	7.4	11.0	7.9	16.0	8.5	16.2	8.1	11.5	7.3	13.6	12.0	10.1	8.1	12.5	10.9	24.1	23.9
Total services	54.6	53.6	56.6	59.6	53.4	53.4	58.3	59.5	61.8	60.0	56.4	56.0	48.6	49.2	56.4	57.9	55.9	54.3	59.8	58.6
Trade, repair, hotels, etc.	57.6	54.3	56.5	63.1	55.9	50.5	63.5	62.0	64.5	53.1	55.7	54.8	55.6	56.7	58.0	57.8	56.7	53.7	63.9	61.9
Transport, communications	33.5	30.8	29.6	30.5	27.1	27.5	34.0	30.8	33.9	29.5	29.0	25.8	26.2	23.5	30.5	31.0	25.5	24.6	32.4	32.6
Financial intermediation	70.6	63.1	68.8	62.5	74.1	69.2	64.8	65.0	73.3	49.6	62.0	69.7	61.9	67.9	77.1	73.6	66.7	62.5	73.2	71.2
Real estate, renting, etc.	44.3	44.7	44.3	48.2	46.3	44.6	46.9	46.3	53.8	48.0	44.3	41.0	53.4	37.8	46.1	40.4	46.7	44.4	42.8	46.8
Public administration	38.3	39.3	47.0	48.0	36.9	45.8	41.6	43.7	36.7	44.2	41.8	46.9	16.7	26.6	44.0	50.8	51.4	52.1	67.8	45.0
Education	72.4	76.0	76.5	81.2	75.3	77.5	77.7	81.9	74.8	79.7	76.1	75.2	69.0	71.6	75.1	79.6	69.6	75.8	71.9	74.8
Health and social care	79.0	78.9	85.7	83.8	75.9	76.6	83.4	83.8	83.5	87.2	80.4	83.4	76.9	79.1	80.7	82.4	80.8	76.6	80.1	81.6
Miscellaneous	51.5	54.5	53.7	65.1	46.9	53.9	42.0	61.7	56.2	65.9	43.8	49.4	47.6	43.7	43.7	53.0	48.3	48.8	31.9	25.7

Source: UNECE secretariat estimates, based on national labour force surveys, statistical yearbooks and direct communications from national statistical offices.

Note: NACE classification.

[a] 2000 instead of 2001.

In Serbia, Czech Republic, Kazakhstan, Latvia, Hungary and Ukraine segregation values range from 30-40 percent[58]. While in Poland and Russia on average 45-47 percent of men or women would have to change jobs to equalize gender representation in each occupation.

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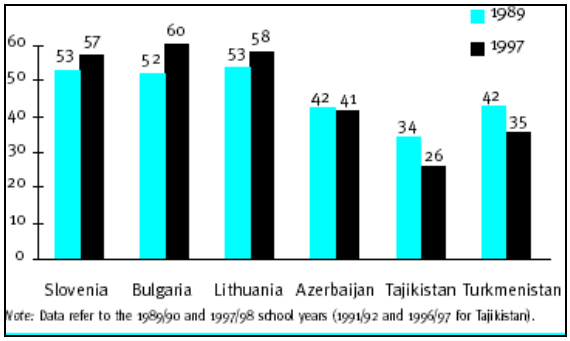
[58] (Note: Quality data for Azerbaijan are suspicious, therefore we do not discus them)

Focusing at the Education prior to transition a strong commitment was given to equal opportunity to both boys and girls in all the communist countries. In the pre transition period there was a high enrolment role in basic education, and gender differences were also small in secondary education. Enrolment rates in basic education remained relatively high even after 1989 in Central Europe and in most of the other transition countries there is a more marked difference in enrolment in secondary education, which was over represented by girls and still is, with the exception of Moldova (UNICEF, 1999). There are also evidence that former Soviet Union countries (Tajikistan, Azerbaijan, Tajikistan) and Kosovo (which will be discussed in more detail in chapter 4) girls have lower enrolment rates than boys, and alternatively in a number of countries boys experience disadvantage exceeding 50% in Latvia and Lithuania and exceeding 60% in Armenia (World Bank, 2002)

When it comes to the higher education from the table 3.3 we can say that on average in all Central Europe, SEE and Baltic Countries women enrolment rate has increased from 1989 –1997.

Figure 3. Share of women among tertiary education students, 1989 and 1997 (percent)



Source: UNICEF 1999

From the previous discussion in this section, it is indicated that females in the transition region do have a positive legacy of high levels of education, which is a capital of great importance in the transforming economies. Since according to Brainerd (2000) it is likely that market valuations of skills will change and increase on return to education will increase female wages relative to male wages (everything else equal), hence those changes may favor women relative to men.

The gender pay gap is one of the most lasting labour features in all the economies, as well as in transition economies. Prior to transition women in the entire region earned 25-35 per cent less than men[1] (Economic Survey of Europe, 2003). Comparison over time in SEE countries show that the ratios have remained generally constant, although wide fluctuations is evident from year to year. In Slovakia pay gap has declined for 12.1% and only in Bulgaria the pay gap has increased for more than 5% From this data we can say that pay gaps have slightly narrowed since the transition started in SEE.

However, interesting finding was conducted by Brainerd (2002) where she studied relative monthly wages of eight East European Countries, Russia and Ukraine. According to Brainerd (2002) Women's relative wages has increased in all of East European Countries, which indicates that women in Eastern Europe now face less labour market discrimination than they did previously.

In contrast, women relative wages has fallen dramatically in Russia and Ukraine, with women earning on average 68% of males wage prior to transition and only 60% after transition. This might be explained due to huge changes on the overall wage structure of these two countries, since gender specific factors appear to explain little of these changes. Also Newell and Reilly (2001) find that effect of wage dispersion on the gender pay gap is mostly pronounced in Russia and agree that the gender pay gap appears to have exhibited a degree of stability over a very volatile period in the post-centralization era in the most transitional economies.

Situation of Gender Inequalities in Kosova

Kosova is in the early process of the transition compared with other countries of Eastern Europe examining the level of gender equality issues on labour markets in other transition countries gives an overview of the challenges and difficulties that might be faced.

It also provides evidence of policies and legislations that might be applicable in Kosova.

The current situation in Kosovan Labour market unemployment rate is 57 % of total workforce , with high gender gaps in employment where women occupy only 30% of all jobs in the marketplace. Unemployment rate is extremely high for females

[1] Except Slovenia

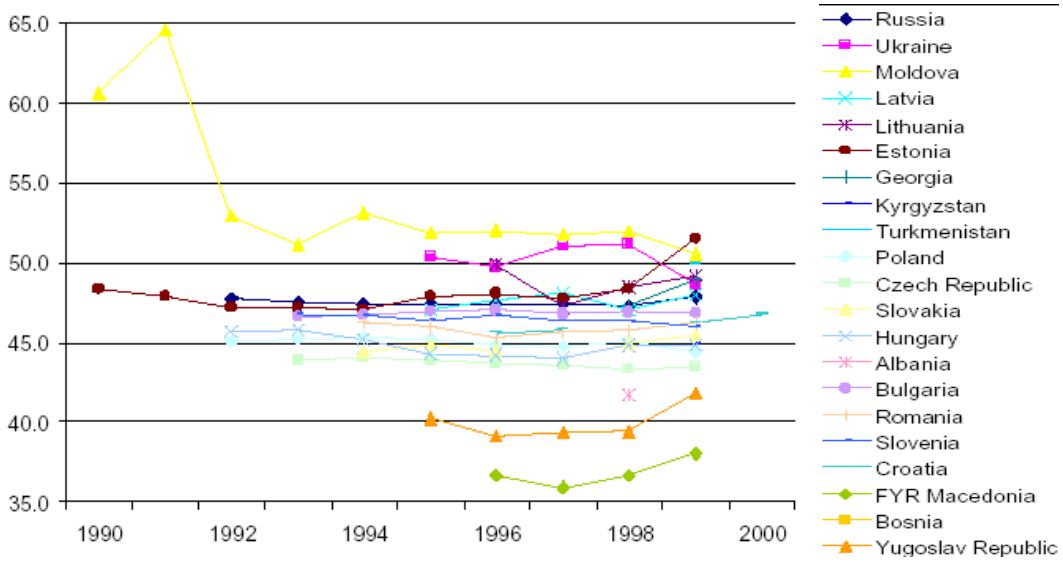
(63%), despite a very high inactivity rate amongst women. It is estimated that only 40.6% of working age females are active of working age females are active, while only 36.4% of them are employed.
However the share of female graduates from Faculties increased to 39 % in 2000/2001 Unemployment rates are highest for the unskilled and those with lower qualifications, therefore examining the gender gaps in labour markets and gender occupational segregation might be helpful in designing the new policies and legislations in trying to reduce gender labour gaps in Kosova. Considering the very young population of Kosova where 1/3 is under age of 15 and more than 60 % are 15-65 aged.
Kosovan society has an advantage taking into account its young human capital and offering realisable solutions will help in designing effective policies on the labour market with fully utilizing human resources, hence reducing gender inequalities in labour market and the high level of unemployment in Kosova.

Comparison of Gender Inequalities of Western Economies with Transition Economies

Women's labour market participation in centrally planed economies was high and gender pay gaps low in comparison to many western economies .In former Soviet Union and centrally planed economies of CEE female rate participation was over 85 %, while in the western economies those rates were seen only in Scandinavian countries. (Newell and Reilly, 2001). Even though the participation of female was high in centrally planned economies as mentioned earlier in the chapter women had to bear a 'double burden' of family and work obligations. From the Fig. 5 it is apparent the 'double burden 'that women from CEE countries have carried compared to women in the Western countries. Women's weekly workload was averaging 75 hours in CEE countries compared with averaging of 55 hours weekly workload in the Western countries. Hence, women's in CEE had higher participation rates of employment and additionally, continue to fulfill substantional duties in the home of nearly the same size as women do in Western Countries (Schnepf, 2000).
If we compare the women's share in total employment in EU in 1996 was 50.2 percent of active population and in CEE and former Soviet Union where data from the LFS were available despite drops in employment women's share was 40-50 percent. For example women's share in employment was 38% in Macedonia (figure 3.6) approximately same as in Greece where it was 38.7%, in Bulgaria (which will be discussed more in the next section III.4) share of the women in employment was as high as 47%, which although high for transition economies is not comparable with UK 61.2% or Nordic countries where share of the women employment on average ranged from 62-68%.

When it comes to wage gaps according to Brainerd (2002) the 'gender specific' factors that contributed to the decline of the wage gap in Eastern Europe and US are remarkably similar, and the absolute levels of the female /male wage ratios in most European countries are nearly comparable with relatively high female wages of Scandinavian countries. Alternatively, the wage inequality of the countries of the former Soviet Union appears to be greater than in US, which has one of the most unequal wage distributions of any undeveloped countries.

Figure 5. Females as a Percentage of Total Employed



Source: UNICEF , Transmonee Database

Conclussions

The transition to the market economy, with its privatisation, economic restructuring, and new technologies has created growing unemployment, a decline in public employment, a growth of highly unregulated and informal private market, a decline in real wages all of which from consequences for gender equality in the labour market.

Women's employment was an integral part of communism. The pre transition socialist system high importance was given to the participation of women in the labour force, however they were employed in the low paid sectors and lower positions in economy. Also some policies prevented them from working night shifts and overtime, and some types of work were deemed unsuitable indicating that there was a narrow interpretation of 'equal opportunity' legislature. Since, Kosova is in the early process of the transition compared with other countries of Eastern Europe examining the level of gender equality issues on labour markets in other transition countries gives an overview of the challenges and difficulties that might be faced.

It also provides evidence of policies and legislations that might be applicable in Kosova.

The current situation in Kosovan Labour market unemployment rate is 57 % of total workforce , with high gender gaps in employment where women occupy only 30% of all jobs in the marketplace. Unemployment rate is extremely high for females (63%), despite a very high inactivity rate amongst women. It is estimated that only 40.6% of working age females are active of working age females are active, while only 36.4% of them are employed.

However the share of female graduates from Faculties increased to 39 % in 2000/2001 Unemployment rates are highest for the unskilled and those with lower qualifications, therefore examining the gender gaps in labour markets and gender occupational segregation might be helpful in designing the new policies and legislations in trying to reduce gender labour gaps in Kosova. Considering the very young population of Kosova where 1/3 is under age of 15 and more than 60 % are 15-65 aged.

Kosovan society has an advantage taking into account its young human capital and offering realisable solutions will help in designing effective policies on the labour market with fully utilizing human resources, hence reducing gender inequalities in labour market and the high level of unemployment in Kosova.

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