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MASTER

**ENVIRONMENTAL MANAGEMENT AND PROMOTION IN THE
LOW SECONDARY EDUCATION IN KOSOVO**

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CONTENT	
Abbreviations	
CHAPTER I.....	
1. Introduction.....	
1.1 Subject and importance of research	
1.2 Aim of the research.....	
1.3 Object of the research	
1.4 Hypothesis of the research	
1.5 Methodology of the research	
CHAPTER II.....	
2. Environmental management - theories and developments	
2.1 Short historical: Programs for environmental management in the educational system of Kosovo	
2.2 Policy and legislation for primary and secondary education in Kosovo	
2.3 Standards and international relevant practices.....	
2.4 Environmental management in educational systems in the EU countries	
CHAPTER III	
3. Environmental management in lower secondary education in Kosovo.....	
3.1 The role and importance of environmental management in schools	
3.2 Management of development plans from the environmental viewpoint	
CHAPTER IV	
4. Research results and their analysis	
4.1 Conclusion	
4.2 Recommendations.....	
4.3 Appendices.....	
4.4 Literature.....	

1. INTRODUCTION

Environmental management and promotion in the low secondary education in Kosovo

Kosovo has gone through the same historical, political, economic and social developments in the region in the last 50 years, partly due to east-west divisions, the existence of communist regimes in some of these countries, economic stagnation, violent dissolution of the former Yugoslavia and the transition from communist to social multiparty democratic countries in the region. However, despite the relative similarities, Kosovo is going through specific developments that have resulted in a different situation in most sectors of life in Kosovo.

These changes primarily result from the low degree of economic and social development, from poverty to great economic of Kosovo compared to other countries, but cannot be overlooked as specific developments politics in Kosovo during the past 20 years of the last century (1990 -2000). Political developments in terms of socio-economic development are reflected in the environmental sector. Considering the long institutional vacuum in environmental protection and the lack of proper data on the current state of the environment, reaching the goal of a sustainable management of the environment is a major challenge for Kosovo's society and requires its overall commitment.

Kosovo in the post-war years brought a range of policies, strategies and laws that regulate the issue of respect, protection and promotion of the environment and sustainable development. But, unfortunately, in the current period major damages were caused to the area of Kosovo even in areas with higher values, the higher the degree of legal national and international protection. Inadequate system of protection and management is expressed and the values of biological diversity of ecosystems, forest resources, water resources and rivers, fertile land, etc.

With the aim of overcoming a situation of this nature, it is necessary that transformation at the individual, government and organizations level should happen, to participate effectively in the management of the environment and reduce the risk to the environment.

Positive change in a society in transition and in places such as Kosovo is definitely an indisputable need but also the duty of everyone, especially when it comes to the development of favorable behaviors for the environment and providing education on environmental issues for a sustainable socio-economic development. This is because the long-term development of the society depends on the transformation of qualitative manner how the education system works, how to guide and direct the institutions that govern it, but by the results that they aim to achieve and direction with which the whole system tends to change the society for the better. This is particularly important when it comes to education and environmental management.

In this study we will strive to explore theoretical and practical aspects related to the management and promotion of the environment in low secondary education in Kosovo, the development plans of the system of education on environmental issues and their application

in order to be able to recommend actions and most efficient measures with effective construction of a sustainable system of environmental management in lower secondary education in Kosovo.

I have divided the study into the part of theoretical treatment of the problem (research theories, documents, policies and relevant domestic and international legislation) and in the part of empirical research with relevant results and recommendations.

CONCLUSION

The empirical research has shown that a serious commitment of all parties involved in the management and promotion of the environment in secondary education low in Kosovo, including principals, school administrators, teachers, parents and the wider community can bring satisfactory results.

These, inter alia, confirmed in the answers of our respondent of the questionnaires. More than 50% of respondents were satisfied with school approach to environmental issues, especially since the establishment of the Green Club through the Program for Basic Education.

They prove that since the establishment of school clubs in their management and promotion of environmental issues is strengthened. Firstly the state assessment is done through audit of the school environment in terms of safety and environmental condition, create action plan, presenting the plan before the school and community and monitoring the implementation of the plan. But the challenge remains ensuring the budget each time necessary for the realization of activities.

However, crossed questions, open questions and sub questions opened and under questions during conversations and interviews show that it is necessary an entire involvement of different actors ranging from the planning process, access to information related to the vision of school, objectives and performance results. This will enable staff to focus on the implementation of planned activities. Internal communication for example: meetings and discussions between teachers, students, principals and community to intensify and proper distribution of planning documents through the website of the school.

Also, one of the question in the questionnaire for the initiatives and decisions of school for environmental issues, 50% of respondents answered that responses to environmental initiatives are scattered and occur without proper consultation and the environment is not regularly discussed at staff meetings or group governing the school, when considering the needs and opinions of student on environmental issues.

Speaking of the parents' including in environmental issues, a huge part of the respondents are pleased with the parents' commitment, which are active and come to different activities, but are not pleased with the commitment of the local and center level.

Some of the main challenges of environmental management and promotion remain: not clear missions and visions of schools, difficulties in achievable and meaningful plans, lack of plans and their monitoring, difficulties in realizing activities and projects as a result of not being helped by the local and center level, lack of school's commitment and some teachers mentality thinking that environmental issues are only a competence of the subject teacher (biology teachers, geography teachers or leaders of green clubs). Usually there is absence of directors of schools.