

## \* Connect Women's Groups

Julia.

- refugees sense of helping themselves
- now disempowered - possibly well motivated
- overstretched - political sit'n in M. a problem
- restructuring school
- health care disfunctional dev. structure for health care delivery sustainable over the long run
- host families - how to reach?
- family reunification - hardware for data regist'n
- psycho-social counseling
- micro-enterp, development

Wendy Luere - Broadcasting  
Board.

## Reinell -

- to amer, public - personal appeal - short term relief
- family adopt a family  
US. Then Council of Churches, etc.
- infrastructure

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Julia - need to resettle families in US. - adopt in US.

---

need a strategy on doctors

---

\* long distance counsellors to carry calls over there. John Fox K

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\* Crisis & NGO leaders came to refugee camps ^ - need to be re-fashioned.

only women & trained counsellors who can get to the trauma issues.

Don't have a ready source  
of support. - would  
like to go into the camps

- \* educ'n in Albania.
- Communications into the  
Camps thru radio, etc.
- Local NGOs need support

---

Education - Kindergartens, etc  
mixed in Roma + K. in Macedonia  
Don't want to upset the bal. in M.

---

education - keeps keep  
going.

---

Information efforts:

Hardware items.

---

underwriting teachers &  
supplies - work with  
host gov'ts + NGOs  
we trust

Vatican - major appeal with  
all other FL -  
give a full page for an appeal  
from boys of houses

---

Call Cardinal - to cut/leave  
immigrants -  
refugees

---

Mormons - genealogy?

---

\*Airlines - cut off for  
refugees

European + others

---

toy makers + sports -  
in kind to distribute to  
children

---

THE WHITE HOUSE  
WASHINGTON

working group

Fundat'n sector  
(educ'n)

business - follow up.

Churches & strategies

host family - in U.S. +  
overseas

]

Carnegie -

- focus on war & peacekeeping -  
media
- safety & security of peacekeepers
- ethnic conflict project  
Hungary + Romania.

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Working group under Rebecca

will not bring be an  
int'l issue as refugees  
come here.

---

In registration - separate  
issue of property records.  
legal groups.

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Scholarships for refugees  
(USIA)

Volzberg Seminars & <sup>to take</sup> <sup>gandhi's</sup>  
Speakers Bureau <sup>↑ step</sup>  
Amer. Ron & Univ.

Internet in camps for training  
& activities

prohazing on big level \*  
to capture Amer \*  
public

Muslim education in  
our own country

3 forms of Abraham  
in our own country.

# Rockefeller Family

Julia-

Foundations -

under grid civil society

feed + shelter - also

recog + empower

local families

# 9 ideas shared

~~\*/~~ Macedonian Amb.

~~Karen Adler  
202  
787 6604~~

(0) 960-0060

---

~~Andrea Mitchell  
202  
885 4835~~

---

~~Tracy P.  
393-1010~~

---

Trante -  
212-426-0051

---

WHMtz  
gen. mtg in DC  
large campaign

Rebecca  
Zae  
Soros  
Ford

Dot Ridenigo - Council  
lead tech. group

love NY  
NY - interested in  
issues - prob here +  
beyond

may NY handles a  
lot of issues - of deep  
interest. to me

dynamism of  
people here + cutting  
edge approach

misc - leadership role  
in harnessing hum. <sup>county</sup>

needs to be a  
united Amer effort  
every Amer understands  
what's at stake.

---

more comprehensive  
→ approach

---

trips - events & occasions  
many agreed to  
long time ago

---

Go when my going  
doesn't interfere  
with work of  
people on ground

---



IOM International Organization for Migration  
OIM Organisation Internationale pour les Migrations  
OIM Organización Internacional para las Migraciones

## IOM Project Outline

### Registration System for Kosovo Refugees in Albania

#### 1. Background

The unforeseen escalation of violence in Kosovo has induced a massive population movement into neighbouring states, primarily Albania where over 300,000 persons are hosted today. Most of those fleeing Kosovo have been stripped of any identification document. The earliest issuance of a new identification document to the refugee population is among the priorities identified by the Albanian government and the international community. The Albanian Government, through its Office for Refugees (OFR) as well as representatives of the international community in Tirana have requested IOM, in co-ordination with the United Nation High Commission for Refugees (UNHCR), the Organisation for Security and Co-operation in Europe (OSCE), the International Committee of the Red Cross (ICRC) and the Council of Europe (CoE), to organise and implement a registration campaign, and the production and issuance of identity cards to the resident refugee population. These organisations have reached agreement on responsibilities to meet this request, inclusive of IOM in charge of logistics, technical development and technical application of the system itself.

#### 2. Scope of the Project

Based on previous experience, utility and purpose, the Albanian registration system will utilize 150 stations in 12 Albanian districts, linked to a centralized database for the actual production of the identity cards. Technically proven software adjusted to local language, security and other parameters is to be employed. A related information campaign will inform the refugee population on the intensive registration process, places and schedule of registration, and policy for identity card issuance and use.

The cards will allow the owners to access shelter, food and family tracking mechanisms, as well as serving to strengthen a population profile for better targeted eventual resettlement and return activities.

Extensive on the job training is foreseen for the Albanian government officials working with the project, as a final goal of the project is to leave a functional population identification system with them to further use for governance purposes after the project is over.

#### 3. Time-frame and Budget

IOM is prepared to carry out the full registration of the refugee population within a sixty day period. The estimated budget requirements for this activity (staff, equipment, premises, process and product) total USD 3,500,000.

Full project proposal documents available upon request.

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#### Headquarters:

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REPUBLIKA E SHQIPERISE  
MINISTRIA E PUSHTETIT LOKAL  
ZYRA PER REFUGJATET



IOM International Organization for Migration

Tirana, April 13th, 1999.

Dear Sir,

The Government of Albania and IOM request your financial support for the attached programme document for the registration of Kosovar refugees in Albania.

This project proposal has been coordinated with Representatives of UNHCR, OSCE, the Council of Europe and ICRC in Tirana.

We would very much appreciate your earliest possible commitment to fund this operation and thank you in advance for your kind attention,

Yours sincerely,

**Enton LITA**

Head of the OFR of the Albanian Government

**Daive TERZI**

IOM Special Envoy to Albania

Mr. Jacques MOUCHET  
UNHCR Representative  
Donika Kastrioti street n° 2  
Tirana

Ambassador Daan EVERTS  
Head of OSCE Presence in Albania  
OSCE  
Donika Kastrioti street n° 6  
Tirana

Ms. Reyhan AKANT  
Special Representative  
Council of Europe  
Donika Kastrioti street n° 6  
Tirana

# **REGISTRATION and ISSUANCE of IDs to REFUGEES from KOSOVO**

(15/4 Revision)

## **1. General considerations, objectives, requirements and timing:**

The unforeseen escalation of violence in Kosovo led to a consequent massive population movement into neighbouring Albania, the former Yugoslav Republic of Macedonia and in lesser scale into Montenegro.

The Serbian authorities stripped the majority of the escaping or forcefully expelled Kosovo Albanians of all their identification documents.

Approximately 300,000 undocumented Kosovo Albanians fled to Albania, over 100,000 are in Macedonia and circa 50,000 in Montenegro. The adult population accounts for approximately two thirds of the entire caseload.

For immediate and long-term reasons, the issuance of identification document to the refugee population is among the priorities identified by the Albanian government and the international community.

Registration and issuance of IDs needs to be provided to all undocumented Kosovo Albanians present in the different countries. It is to be done in consecutive or/and parallel phases. The first phase of the exercise will be addressed to approximately 300,000 peoples in Albania, followed by the residual caseload in Macedonia and Montenegro and consequently also to the people that fled to or have been temporarily resettled in other nations.

Due to their sound experience in the field of registration and issuance of identification documents, technical and legal expertise and logistics, the Albanian government and the representatives of the international community in Tirana (USA and EU member States) have requested the United Nation High Commission for Refugees (UNHCR), the International Organization for Migration (IOM), the Organization for Security and Cooperation in Europe (OSCE), the International Committee of the Red Cross (ICRC) and the Council of Europe (CoE) to assist the Office for Refugees of the Albanian government, to organize and implement the registration campaign and the production of sophisticated IDs.

The Office for Refugees (OFR) of the Albanian government and UNHCR will lead this project, IOM and OSCE will concentrate on the coordination, technical solutions and logistics ; ICRC will be involved in the frame of tracing and family reunification; the CoE could assist the Albanian government and UNHCR with the legal requirements of the Identification Document to be produced.

It goes without saying that registering populations in movement is more difficult than if these are stationary.

In Albania, it is therefore agreed that the registration will be done in the camps and settlements where the beneficiaries are temporarily being settled rather than in the different over-congested entry points.

For planning purposes we estimate needing approximately 40 days to pledge and receive funding, design/adopt the required software, procure the equipment, train the concerned local personnel and put the general logistics in place. Tentatively, the registration exercise and the production of IDs could therefore begin on 15 May 1999.

The identified possible funding sources are: UNHCR, OSCE and the CoE.

The present initiative it is also conceived as a capacity building exercise by exposing the officials of the Albanian government dealing with refugees and migrants to the latest innovations in terms of Identification Technology and by providing training to several hundred operators and users.

At the end of the registration process, the international community will donate to the Albanian government two thirds of the equipment purchased for this exercise to be used by the Albanian government as required (e.g. to produce Driving licenses, Social security cards, Medical cards, registration of population cards etc.). The remaining equipment will be used to register the residual caseload present in the neighboring countries.

## **2. Objectives of the registration and of the ID cards:**

- ❖ **Immediate:** Identification;  
Shelter;  
Food distribution;  
Tracing/Family reunification;  
Statistics.
- ❖ **Medium-Long Term:** Population database;  
Eventual voluntary Resettlement to third countries;  
Organized voluntary repatriation;  
Proof of Residence;  
Claim of Property

## **3. Requirements of the ID:**

- ❖ Protected and difficult to forge – in PVC, numbered (per registration's location), with digital photo, basic data, hologram and bar code;
- ❖ Through special readers the bar code must be able to call the concerned individual file on the database;

- ❖ The information on the ID should be in Albanian language.
- ❖ It must state that the incumbent is a refugee in Albania;
- ❖ Long lasting - 5 years;

#### **4. Requirements of the Software and Database:**

- ❖ User friendly;
- ❖ The database must be in Albanian and in English;
- ❖ Able to store and retrieve individual files with bio-data, comments and photograph;
- ❖ Able to automatically number the individual files per place of registration;
- ❖ Able to automatically sort by point of registration and print out lists of individuals missing a member of their family;
- ❖ Confidential as only able to be accessed by designated government officials;
- ❖ Able to be altered/corrected only by officials with high security clearance.
- ❖ Able to register also non-Kosovars (es... stranded Serbs).
- ❖ Able to send the concerned information to the ID printers;

#### **5. Information needed on the registration form:**

The OFR of the Albanian Government in consultation with UNHCR, OSCE, ICRC, CoE and IOM will define the information needed on the registration form.

#### **6. Ownership of the Database;**

The Albanian government will own the database; should there be a political development in Kosovo, the Albanian government will then turn the database or copy of the database to the political entity governing Kosovo.

## **7. Users of the database:**

- ❖ **Initially:** GOA; should the international community require to consult the database or retrieve any information from the database it will have to do so through the government of Albania.
- ❖ **Medium/Long Term:** GOA, Governing authorities in Kosovo and Host Governments (in case of resettlement).

## **8. Confirmation of the information received by the refugees:**

The refugees will complete and sign the application form, declaring that the information provided therein is true to the best of their knowledge. This exercise will be supervised by the OFR of the Government of Albania

The target group is however undocumented and in order to confirm the information received during the interview and avoid double registration small 5-7 members district committee are to be established in each Albanian district.

The committee, formed by 5-7 senior Albanian Kosovars, coming from each different district of Kosovo will be supported by the Albanian government and UNHCR and will assist the registration teams determine the identification of the interviewed individuals and the validity of the information received.

## **9. Proposed Strategy:**

### **➤ Decentralized registration linked to a centralized database.**

- ❖ Recognition by the Albanian government and UNHCR of the Kosovo district committees.
- ❖ Information campaign led by the Albanian government, implemented through representatives of the refugees, posted bulletins, Information radio programs of the International Community, State radio and TV programs, newspapers and word of mouth, informing the refugee population of the places and schedule of the registration.
- ❖ The teams formed by the officials of the OFR of the Albanian government, UNHCR, IOM, OSCE and the Kosovo district committee are to be positioned in the selected points of registration (camps or/and municipality buildings and other points to be defined).
- ❖ The refugees will be interviewed and registered on paper forms/declarations by the Albanian OFR officials assisted by the Kosovo district committees and UNHCR, in line with the 1951 refugee convention.

- ❖ An OSCE representative then accompanies the individuals to the second registration point where on the basis of the paper registration/declaration form the information is entered into the computer. The operator will also take his/her picture with a digital camera linked to the PC and have him/her sign on an electronic signature pad.
  - ❖ The electronic form is then sent by means of zip disks, by OSCE, to the main database co-managed by IOM and the OFR of the Albanian government, located in the Albanian OFR in Tirana.
- **Centralized production of IDs.**
- ❖ The OFR of the Albanian government will provide a secured facility where the printers are to be set up;
  - ❖ The main database is linked to 5 ID printers that, round the clock, will print the IDs at the OFR of the Albanian government in Tirana.
  - ❖ IOM and personnel from the OFR of the Albanian government will group the IDs and prepare pouches per place of registration.
- **Dispatch of IDs to the points of registration.**
- ❖ The ID Cards will be delivered to the points of registration by a secure dispatch service, run by OSCE.
- **Hand-over of the IDs against signature for reception.**
- ❖ The points of registration through representatives of the refugees, posted lists, radio broadcasts and other means will get in touch with the concerned refugees and will hand them their ID. The beneficiary will verify the information on the ID and sign for reception.
- **Update of the database.**
- ❖ The confirmation of the reception of the ID is entered into the system, the main database is automatically updated and the cycle is closed.

## **10. Loss of IDs.**

- ❖ To minimize abuses, the refugees claiming the loss of an Identification Card will be able to receive a new copy against payment of the equivalent of USD 50 – such fine will be waived at the discretion of the Office For Refugees.

**PS.** The final technical solutions will be proposed by the forthcoming IOM IT experts in consultation with the IT experts of the Albanian OFR.

## **11. Partners and tentative roles:**

- ❖ **Albanian Government:** Advice and consultation on implementation plan; Advice on the establishment of the registration/declaration form; Advice and consultation on the design/adaptation of the software; Co-management of database (with IOM); Printing of the IDs (with IOM); Infrastructures; Supply of telephone lines; Political and media support; Interview and registration (on paper forms); Statistics.
- ❖ **UNHCR:** Advice and consultation on implementation plan; Liaison with Albanian Government; Advice on the establishment of the registration/declaration form; Monitoring at points of registration; Formation of the interviewers supplied by Albanian government; Funding.
- ❖ **IOM:** Overall Coordination; Training of national personnel at the electronic registration points, database management and ID printing sites; Registration on electronic forms in coordination with the Albanian government; Design/adaptation of software (with OFR); Co-management of database (with OFR); Printing of IDs in collaboration with the personnel of the OFR of the Albanian government; Procurement and set-up of hardware; Reporting; Statistics.
- ❖ **OSCE:** Monitoring of the registration process at points of registration; Logistics support; Monitoring of security at points of registration; Ground pouch service for the dispatch of IDs and zip disks; Funding.
- ❖ **ICRC:** Family reunification and tracing.
- ❖ **CoE:** Legal advisory to the Albanian government and UNHCR for requirements of the ID to be produced; Funding.

## **12. Registration sites and human assets required:**

Due to the fluid situation it is not yet clear how many camps and settlements will be established. For planning purposes we estimate having to register 300,000 people, present in 12 districts in a thirty days time frame.

In thirty days 300,000 peoples have to be registered at a rate of 10,000 persons per day. If we estimate that we can register electronically 6 persons per hour we need to do the registration with 151 registration stations working 12 hours daily.

The OFR of the Albanian government will put 3 Albanian nationals at each registration station that, trained by UNHCR, will interview the refugees and assist them fill the registration forms. The Albanian OFR will also appoint one supervisor in each of the 12 prefectures. The personnel for the registration points will be involved for 1.5 months while the supervisors will be involved for 2.5 months.

IOM will contract and train 2 Albanian nationals per each registration station that will digitize the information into the computers, capture the refugees photos and have them sign the electronic form by means of electronic signature pads. The operators will be involved in the operation for 1.5 months.

IOM will also train 10 Albanian nationals, based in Tirana, in the management of the database and the issuance of the IDs. The managers will remain employed by IOM for 2,5 months.

OSCE will supply up to 128 international staff to monitor the registration process and run the secured pouch system.

The following is the tentative scenario:

Districts	No. People X 1000	No. Reg. Points	Nat. Pers. Albanian Gov.	Nat. Pers. UNHCR	Nat. Pers. IOM	Int. Pers. OSCE	Int. Pers. UNHCR	Int. Pers. IOM
Berat	10	5	16		10	4		
Diber	10	5	16		10	4		
Durres	40	20	61		40	15		
Fier	25	13	40		26	10		
Tirane	70	35	106		80	30		6
Vlore	10	5	16		10	5		
Korce	10	5	16		10	5		
Kukes	60	30	91		60	20		
Elbasan	15	8	25		16	10		
Lezhe	10	5	16		10	4		
Gjirokaster	10	5	16		10	5		
Shkoder	30	15	46		30	16		
<b>Total</b>	<b>300</b>	<b>151</b>	<b>465</b>		<b>312</b>	<b>128</b>		<b>6</b>

### 13. Tentative timeline:

- ❖ 10-20 April: Fine tuning of Plan of action;  
Pledging and reception of funding;  
Elaboration of registration/declaration form;  
Staffing – national and international;  
Procurement;  
Design/adaptation of software;  
Printing of informative material;
- ❖ 20-30 April: Establishment of communication network;  
Reception and set-up of equipment;  
Continuation of the Design/adaptation of the software;
- ❖ 01-10 May Beginning of information campaign;  
Training of national staff;  
Fine tuning of the software;  
Establishment of Kosovo district comities;
- ❖ 10-14 May: Positioning of equipment;  
Positioning of national and international staff;  
Testing;
- ❖ 15 May: Beginning of registration.
- ❖ 15 June: End of registration;
- ❖ 16-30 June Verification;  
Printing of lost or invalid IDs;  
Statistics;  
Reporting;

#### 14. Tentative Budget – 2,5 months – IOM

a) <b>Equipment:</b> Software	25,000	
160 Computers with digital cameras and Electronic signature pad	800,000	
3 Servers	60,000	
6 ID Printers	60,000	
315,000 PVC cards	157,500	
15 Electronic ID readers	15,000	
3 4x4 vehicles + fuel, lubricants, maint. and insurance	90,000	
Furniture (160 chairs + 160 desks)	32,000	
5 cellular telephones + communication costs	10,000	
training seminars for operators	10,000	
transport of computer operators	10,000	
Contingency (5%)	63,475	
	<b>Sub-Total</b>	<b>1,332,975</b>
b) <b>Staff &amp; Office costs:</b>		
Personnel:-		
302 National computer operators	339,750	
10 National Database and ID printer managers	25,000	
6 International Officers	144,000	
Office	10,000	
	<b>Sub-Total</b>	<b>518,750</b>
c) Administrative overhead (9.5% of S & O)	49,228	
	<b>Sub-Total</b>	<b>76,361</b>
	<b>Grand Total</b>	<b>1,901,005</b>

## 15. Tentative Budget 2,5 months – Albanian Government

### b) Equipment:

12 4x4 vehicles + fuel, lubricants, maint. and insurance	360,000
Furniture (465 chairs + 465 desks)	93,000
6 Sat Coms + communication costs	30,000
6 Photocopy machines	30,000
Contingency (5%)	25,650
<b>Sub-Total</b>	<b>538,650</b>

### c) Staff & Office costs:

#### Personnel -

453 National registration operators x \$ 750/month x 1,5 months	509,625
12 National Supervisors x \$ 1,000/month x 2,5 months	30,000
Office \$ 1,000 x 12 districts	12,000
<b>Sub-Total</b>	<b>551,625</b>

**Grand Total** **1,090,275**

**Note:** The salaries of the national personnel employed by the OFR and IOM are inclusive of DSA.

The concerned personnel will be transported at the beginning of the registration exercise to the places of registration by IOM, OSCE and public transport means and the same will apply upon termination of the registration exercise.

**Tirana, 12 April 1999**

**Coordinated with OFR, OSCE, IOM and CoE.**



## AN INTEGRATED APPROACH TO EDUCATIONAL ASSISTANCE FOR KOSOVO REFUGEES IN ALBANIA

Prepared by the  
Albania Education Development Project

### I. Introduction

#### A. Overview.

The Albania Education Development Project (AEDP) of the Soros Foundation Network considers that an integrated and coordinated response to meeting the educational needs of the Kosovo refugee community in Albania is an essential element of the international response to the Kosovo refugee crisis. "An Integrated Approach to Refugee Educational Assistance in Albania " represents a partnership concept for cooperation among international agencies, the Government of Albania and the Kosovo refugee community in Albania. This program seeks to:

1. provide a broad range of educational services to Kosovo refugees in Albania that will promote increased learning, good mental health and personal security;
2. enhance the Albanian government's efforts to sustain its educational infrastructure while assisting the refugee community; and
3. assist the Kosovo community to plan and organize an integrated and democratic educational program ready for implementation upon the return of the refugees to Kosovo.

#### B. Albania Education Development Project

This approach builds on AEDP's five years of educational development experience in Albania as the major international collaborating agency with the Ministry of Education and Science. In that time, AEDP has provided support in three major program areas: school construction and rehabilitation, educational programs and services, and community involvement in education. In addition, AEDP has designed, supported and implemented educational and community service programs for refugees from Kosovo.

AEDP has a significant education, construction and management infrastructure based at its headquarters in Tirana and in twelve other districts. Its education staff include highly experienced professional educators with expertise in all facets of education including pre-school education, K-12 programs and university level programs related to formal education. It has strong and extensive linkages with the Ministry of Education and Science (MOES), the Institute of Pedagogical Studies (IPS) and educational officials at the school and district level. Joint AEDP-MOES working groups address national, regional and school projects, and implement programs. Current areas of focus include:

- improving the quality of teaching and learning;
- improving the quality of governance and decision making in education;
- decentralization and increasing local autonomy in education;
- addressing the educational needs of less-empowered sectors of society.

AEDP's Construction Unit has been responsible for the construction and rehabilitation of more than 230 schools throughout Albania ranging in cost from \$20,000 to more than \$1.5 million. The international and Albanian staff is composed of engineers, architects and a broad range of technical personnel. The Unit has developed a transparent and effective system for contractor pre-qualification, contract tendering and construction monitoring. The Construction Unit is currently supervising an extensive program of school construction under the Tirana 2000 program, a \$6 million school construction project with joint funding from AEDP/Soros and the Government of Albania.

The Community Unit works closely with the construction and education programs to develop the concept of parental, local government and private sector participation in the work of the school and the education of Albania's children. Its activities are premised on the concept that in a democratic society, education is the responsibility of all.

AEDP activities are supported by an Administration and Finance Unit that administers all program funds in accordance with internationally accepted accounting standards.

A more detailed description of AEDP programs and resources is found in Appendix A.

## II. Defining the General Problem

### A. The Early Phase

Although the Kosovo refugee crisis as it impacted on Albania began last year, it is only since March 1999 that the problem has attained immense

proportions. During this earlier phase, it was possible to disperse the refugees throughout the country and provide a range of services to them with international assistance. With approximately 26,000 refugees in Albania and only 2,000 living in camps, it was possible for Kosovo refugee children to be absorbed into Albanian schools without unduly stressing an already fragile educational system.

B. The Current Situation.

1. The Numbers. The Kosovo Refugee "problem" has exploded into a "crisis" of immense proportions. While estimates vary from moment to moment, the number of 315,000 refugees is indicative of the order of magnitude. This number is roughly equivalent to 10% of the population of Albania. Moreover, this figure may be an underestimate; there is the high probability that additional refugees will enter Albania from Kosovo, and the Macedonian government may force some or all of its refugees to leave, with many of them coming to Albania.

2. The Initial Response. The initial flood of refugees entered northern Albania and choked the region in and around Kukes. Terrible roads, lack of housing, food and sanitation has made it essential to move the refugees out of the improvised camps in the mountains and into the Tirana region and beyond. Refugees are being sent to other regions of Albania with the expectation that local government officials will organize initial food and shelter for them.

The Albanians have responded generously. Refugee families have been taken into Albanian homes in large numbers. The Government has used its limited resources to address the emergency needs. All government tenders for goods and services not obligated as a match under an international agreement have been cancelled, and the resources diverted to meet the emergency needs. Clearly the needed resources are well beyond the capabilities of the Government of Albania to meet.

3. The International and Albanian Response. The international and Albanian response has been swift as agencies set up refugee camps to meet the housing needs of this population. The emphasis is currently on the most urgent priorities -- food, shelter and sanitation. Sanitation is critical because the spread of disease is a real danger in the open fields and areas that are serving as improvised refugee camps. Tent camps for thousands of refugees are being established, but this is a time consuming process. Moreover, while some are close to completion, others will only be ready for occupancy after some time.

The international community has entered Albania in large numbers to augment Albanian efforts. Most of the 120 agencies currently registered -- Albanian and international NGOs, bi-lateral and multi-lateral donors—are

focusing on the food, shelter and sanitation priorities. Only a few are beginning to focus on other important but more distantly perceived issues of refugee life.

The implementing organizations are a heterogeneous group from Albania and abroad. Included are very large and very small agencies, sectarian and non-sectarian organizations, some providing extensive and integrated support services agencies with extensive refugee experience, and those desiring to address narrow and specific needs with little more than good intentions. Also, there are organizations with financial resources of their own, along with those seeking financial support from the international donor community.

4. Organization and Coordination. Coordination has been a difficult problem for both the international agencies and the Government of Albania. One of the most critical issues relates to identifying numbers and locations of refugees. This is a problem because many government and international agencies are involved in data collection, various sources of data are quoted, data (if accurate) many have been collected at different times, and data may have been collected for somewhat different purposes. Moreover, with refugees on the move, figures are constantly changing. A system of coordination is slowly evolving, but attendance at an overabundance of meetings is often the only way to obtain an overview of the refugee situation.

The government and humanitarian assistance organizations require reasonably accurate information about refugee size and location in order to determine: a) where services are needed, b) which services are needed, c) where they would like to offer support; and d) where gaps in service provision exist. Because these are voluntary efforts, international and Albanian NGOs and some donors self-select locations and service provision programs they expect to offer.

The Government of Albania faces a similarly difficult problem but for somewhat different reasons. It does not have the financial, technical and managerial resources in sufficient depth, nor does it have the needed infrastructure to manage a crisis of this magnitude. Government personnel are inexperienced in planning for the complexities of instantly organizing programs for thousands of people. Moreover, these refugee responsibilities are added to their regular responsibilities with little or no augmentation of personnel, equipment or finances.

### III. The Educational Dimension.

A. The Educational Priorities. Donor agencies have appropriately placed food, shelter and sanitation as the highest priority for the refugee population. Education for children is seen as a second level issue. This has been manifested in several ways:

-- the coordinating agencies are explicitly placing a lower priority on planning and organizing educational programs. Planning for educational support is only just beginning to be discussed;

-- fewer agencies (only one-fourth have self identified themselves as concerned with education) are addressing the educational needs of children as their primary area of assistance and those often focus on the issues of trauma, preschool programs and informal sports, recreation and cultural activities;

-- overburdened camp managers require reminding to allocate tents and other facilities for educational purposes;

-- it is anticipated that few donor resources will go into the educational services arena.

B. The Numbers. The refugee population "guesstimates" suggest that the educational needs of this population will be enormous. If one-third of the 315,000 refugees are children between the ages of 3 – 18 (and this is likely to be an underestimate as the percentages vulnerable refugees may be in the 75 – 80% range), over 100,000 children must be provided for. This translates into the educational equivalent of 3,300 classrooms of 30 children each. Furthermore, this gross estimate does not take into account the numbers of children with disabilities or those with other special needs.

While an optimistic projection would suppose that a substantial proportion of the refugee population would return to Kosovo in a few months, experience has shown that as many as 50 % will remain in Albania for some time to come. Moreover, educational support services will still be needed for the full load of children for some months.

C. The Educational Infrastructure. Educational programs will need to be provided for children in the camps as well as for those residing with Albanian families in the community. Under the best of circumstances it would be difficult to absorb the large number of children living with families. Even without the refugee influx, the physical plant is already grossly over-crowded, and is generally in need of major repairs resulting from a system that never allocated funds for school maintenance and repair. In addition, there are severe shortages of funds for teachers, books, materials and usable furniture.

The educational programs in the camps will also require extensive support for the thousands of children in need. While tents may serve for the coming summer months, more substantial facilities must be considered for those who remain into the fall and winter.

D. Other Educational Issues. For Albanian educators, the impact of a huge influx of students is extremely worrisome. Beyond books, supplies, space

and personnel needs, Albanian authorities are concerned about perceived differences in the educational attainments of the incoming students as compared with Albanian students of similar age and grade level. While not a significant issue during this immediate early emergency phase, its implication is seen as more serious later on.

In the classic "good news vs. bad news" juxtaposition, the dilemma may be seen as follows:

**Good News** -- the Kosovo refugee children speak, read and write the same language as the host country students and have used Albanian texts and teaching materials in much of their previous schooling.

**Bad News** -- because of anti-Albanian actions in Kosovo by the Serbian authorities, the Kosovo Albanian school system had all but ceased to function with official support. For almost ten years, teachers have not been trained and school facilities have been closed. In response, the Kosovo population has developed a parallel system of education in the homes. However, the refugee student population comes to Albania without any documentation, much less records of educational attainments. More importantly, many refugee children have been without schooling for many, many months and have faced severe stress and hardships in that period.

From the teaching and learning perspective, there is concern about how to integrate children of the same age and grade level but with different skill levels into the same classes. Even the issue of mechanisms for sensitively assessing learning competencies for such a large number of students is of concern to the Albanian authorities.

#### IV. A Program for Educational Assistance to Kosovo.

A. Program Scope. AEDP considers that an integrated and comprehensive program of assistance is needed to effectively tackle an educational problem of this dimension. While focusing on the immediate needs of the refugee population it must simultaneously anticipate future needs. This means programming for the:

- emergency phase as the refugees arrive;
- summer period when the Albanian schools are closed;
- Fall 1999 period as Albania begins a new school year;
- educational programs upon the return of the refugee population to Kosovo.

Such a program must include support from all of the key participants -- the international community and humanitarian agencies, the government of Albania through the Ministry of Education and Science, and the Kosovo refugee

themselves, especially teachers and other educators. It will require resources on a wide scale as the dimension of the financial need is beyond the capacity of individual humanitarian assistance organizations to support. Finally, as a response to the need, this program will require extensive planning, coordination and management skills.

Based on its in-country experience, AEDP proposes to address the refugee educational needs through four program areas:

1. Direct Implementation. AEDP in conjunction with local educational authorities and other donor agencies will directly implement and coordinate a range of educational programs in six districts: Durres, Kavaja, Elbasan, Shkoder, Korce and portions of Tirana. This represents a total population of at least 25% of the refugees. Priority programming will focus on pre-school activities based on the Step-by Step program of the Open Society Network, lower primary school support for children in grades 1 – 4 and upper primary school programs for children in grades 5 – 8. Secondary education programs, non-formal education for youth and adults will also be organized.

AEDP has already begun pilot implementation of pre-school and lower primary programs based on the Step-by Step model at camps and schools in Tirana, and will expand these to other districts. Other programs are being planned for early implementation.

2. Planning and Coordination. Over the longer term, perhaps no other function is as important as the development of a coherent plan for the organization and implementation of educational assistance services for the Kosovo refugees. In collaboration with the Ministry of Education and Science and the donor agencies, AEDP has undertaken to serve as a coordinating facilitator in two major areas:

- MOES planning for addressing the national and local educational needs during this crisis
- coordination with donors and MOES about the international response in the area of educational services;

The MOES and AEDP have formed joint working groups and sub-groups to address the critical issues. Kosovar educators and NGOs are being identified for inclusion in the working groups. Areas where the expertise of international consultants is required will also be identified. In addition, AEDP is hosting donor coordination meetings with the MOES and the international agencies. All program plans and data will be shared with partner organizations addressing educational needs.

a. Data Collection and Assessment. This working group will collect and disseminate aggregate national and local/site-level data on the

refugee population. They will develop age distributions and educational profiles of the population to project educational needs. In addition, this information will be used to identify special needs of the student population and gaps in service needs. These statistics will be continually updated and made available to all interested agencies.

In addition, this working group will develop an educational assessment program to determine the skill levels of refugee children at different ages. Because no previous school records are available, this will be particularly important for program planning.

b. Content of Educational Programs. This working group will address the program and support needs for refugee education at all levels. It will identify programs for the immediate emergency phase, the summer phase and for the beginning of the new school year in September 1999. In addition to planning projects and activities, it will project needs for teaching personnel (Kosovo and Albanian); learning materials (including textbooks and supplies), materials and supplies and facilities

c. Infrastructure Needs. This joint working group will address the infrastructure needs in both the refugee camps and in Albanian schools contributing to refugee education. It will assess trends and project requirements for facilities ranging from tents to emergency school building repairs, light construction and rehabilitation, more substantial facilities construction, and construction needs. It will also estimate the requirements for the rehabilitation of educational facilities after the departure of refugees in cases where such facilities have been used for housing and related refugee services. This group will also address requirements for school furniture and related needs for "hard" goods.

AEDP's Construction Unit staff will contribute their extensive knowledge and experience in school construction and rehabilitation to the activities of the working group.

3. Infrastructure Construction and Rehabilitation. AEDP will provide technical and management support for construction activities related to education needs. As requested, it will develop cost estimates, organize tenders and supervise construction on-site. In addition, it will provide technical advice to others engaged in construction and rehabilitation in camps as well as in Albanian communities.

4. Educational Planning for Kosovo. As already noted, children in Kosovo have been educated despite the efforts of the Serbian authorities to restrict access to education for the ethnic Albanian population. It is clear that a system of home schooling supported by the financial contributions of the Kosovar Albanian population and the efforts of Kosovo teachers is inadequate to the long-

term needs of Kosovo upon the return of the Kosovo population from the areas of sanctuary.

AEDP believes that the time during which the refugees are resident in Albania represents a unique opportunity for long term educational planning and development. Several factors make this opportunity especially appropriate:

- the common language of the refugee and host population;
- common use of Albanian educational materials;
- educational expertise and resources available in Albania;
- a cadre of Kosovo teachers and administrators available among the refugee population.

Strong consideration should be given to assembling a Kosovo-Albanian-international team of educators to develop a long-term strategy for Kosovo education. They would not only address issues of policies and programs, they could develop detailed plans, teaching materials and teacher training program at all levels so that an educational program is "ready to go" when the refugees return. It might even consider the feasibility of preparing and pre-positioning school-kits and educational materials for immediate use as the refugees return.

In summary, this represents an integrated approach to meeting the educational needs of the Kosovo refugee population.

## Appendix A

### The Albania Education Development Project Of the Soros Foundation Network

#### About AEDP

The visit of George Soros to Albania in 1992 led to the establishment of AEDP as a mechanism to promote an open society by strengthening Albanian education. Support for education was critical for a nation that had just emerged from forty-five years of totalitarian isolation.

Close collaboration between the Government of Albania, and especially the Ministry of Education and Science (MOES) has been a critical element in the relationship with AEDP from the very beginning. In this context, AEDP functions as a facilitator, stimulating innovation, promoting experimentation and providing program support. Its primary mission is to assist the Albanian Government and MOES in attaining its educational goals for a democratic society. AEDP is a major international donor in the educational sector in terms of its financial resources, programmatic flexibility, depth of involvement and duration of commitment. Since 1994, AEDP has provided more than US \$35 million in programmatic assistance to the education sector.

AEDP programs address needs in the formal sector including pre-school education, primary and secondary education, and university based programs related to education. It also actively supports educational planning and capacity building for the MOES and other educational entities.

Operating in thirteen districts throughout the nation, AEDP programs are directed at:

- improving the effectiveness of the educational process
- rehabilitation of the educational infrastructure
- including school construction and rehabilitation
- strengthening school and community relations

AEDP is organized into three programmatic units: Education, Construction and Community with additional managerial and financial support from the Administrative and Finance Unit. AEDP staff are highly qualified and experienced educators with strong project management skills.

AEDP has also supported Kosovo refugee assistance programs in the area of education. In addition to implementing proven educational program for children

and adults. AEDP is providing management assistance and collaborative services between the Government of Albania and donor agencies.

### The Education Unit

The projects of the Education Unit address the content, policy and management of education. AEDP staff form working groups with Albanian educators and administrators in a collaborative process to plan and implement projects.

The current AEDP educational strategy has identified the following priorities for programmatic support:

- improving the quality of teaching and learning.
- governance and more effective decision-making in education.
- decentralization and increasing local autonomy in education.
- meeting the educational needs of less empowered sectors of society.

Among the many educational activities supported by AEDP are:

- curriculum development
- publication of textbooks and teaching materials
- seminars, conferences and workshops
- pre-service teacher education
- in-service teacher education
- model, pilot and experimented school development
- pre-school education
- educational policy studies
- extracurricular activities
- computers and instructional technology
- critical thinking programs
- teaching innovation
- educational administration and school management
- educational assessment and evaluation
- strengthening data collection
- institutional capacity building

### The Construction Unit

The Construction unit began its efforts in 1994, with the emergency reconstruction of 19 schools. This set the stage for systematically developing a process for school construction management that was transparent and consistent with international standards. The Unit established criteria and procedures for school selection, contractor tendering and pre-qualification based on

International accepted methods adapted to Albanian market, and strict standards for construction monitoring and quality assurance.

Special aspects of the construction program include the introduction of new building technologies and materials, a program for school maintenance, and other activities related to enhancing the quality of school construction.

Of special importance is the collaboration between Construction and the Community Unit in integrating the local community into the school construction. Through the intense and continued participation of local government, parents, the private sector and local educational officials, the concept of community "ownership" and responsibility for their school is enhanced. The effectiveness of "the school is yours" approach was evident when parents and community members, on their own initiative, protected each AEDP school during a period of civil strife in Albania. While schools and other government buildings were severely damaged, AEDP supported schools remained intact.

Highlights are the multimillion-dollar collaborative school construction programs between AEDP and the Government of Albania under the Tirana 2000 project and the Albania 2000 project.

Since 1994, AEDP has constructed and/or rehabilitated 232 schools in 13 district of Albania ranging in cost from US\$20,000 to \$1.5 million.

Among the activities the Construction Unit focuses on are:

- innovative and new construction technology
- model school design
- classroom quality standards
- construction maintenance and supervision
- school furniture standards
- new school design and construction
- school reconstruction and rehabilitation
- kindergarten construction
- school sanitation programs
- media centers and libraries
- laboratories
- computer classrooms and centers
- school heating and wastewater treatment.

#### Community Unit

Building a community through education is a two - pronged strategy -- involves communities in education and strengthens education in communities. This is the heart of the program of the Community Unit as it works to build local support for the education of Albania's children.

The Community Unit was established to increase parental and local government involvement in education in the context of a democratic society. AEDP's Community Unit works at the grassroots level, developing close relationships with local schools, local government and their communities. The Community Unit staff support the activities of both Construction and Education units, and provides AEDP program managers feedback and analysis of the educational situation at the local level. The Community Unit has also taken the lead in coordinating refugee assistance purposes.

Community Unit projects are directed at:

- establishing parent and community associations
- community revitalization
- locally based school maintenance
- school twinning,
- school improvement projects
- health and environment
- rural education
- local government and community collaboration  
in education

Collaborative Partnerships:

AEDP acts as a magnet for other Albanian education donor initiatives either in collaborative activities or as support for AEDP priorities. Through matching programs or direct grants, AEDP has entered into partnerships with the Government of Albania and bi-lateral and multilateral donors, non-governmental organizations and other non-profit sector entities, local communities, the private sector and other individuals. Among these are:

- Austrian Federal Chancellery
- Austrian Embassy in Tirana
- Austrian Kultur Kontakt
- Catholic Relief Services, CRS
- Council of Europe
- Children's Aid Direct
- Government of Albania
- Deutsche Gesellschaft für Technische Zusammenarbeit, GTZ
- Hope and Home for Children
- Tempus, University of Bristol, England
- The Open University, England
- Organization for Security and Cooperation in Europe
- Open Society Foundation
- United Nations Development Program, UNDP
- United Nations High Commission for the Refugees, UNHCR

Prince Bernhard Foundation, Netherlands  
Rotary International  
Rural Association Support Program  
Stiching Kinderen Von Fier in Netherlands  
SWISSAIR  
United Nations Children's Food, UNICEF  
United States Agency for International Development  
United States Information Agency  
University of Vienna  
University of Washington  
World Bank

Information about AEDP programs can also be found on our home page  
[www.aedp.soros.al](http://www.aedp.soros.al).



# **BOARD OF SUPERVISORS OF FAUQUIER COUNTY**

**COURT AND OFFICE BUILDING  
40 CULPEPER STREET  
WARRENTON, VIRGINIA 20186  
(540) 347-8680  
FAX (540) 349-2331  
e-mail - bos@co.fauquier.va.us**

**April 9, 1999**

**Ms. Julia Taft  
Assistant Secretary for Population, Refugee & Migration  
Department of State  
Washington, D.C. 20520**

***VIA FACSIMILE - HARD COPY TO FOLLOW***

**Dear Ms. Taft:**

**The Board of Supervisors of the County of Fauquier, Virginia, in meeting assembled on 8 April 1999, unanimously evinced a sincere and humanitarian interest in assisting with a temporary relocation effort for the Kosovo refugees. Vint Hill Farms Station, a decommissioned U.S. Army Installation in Fauquier County, might constitute, with the permission of the Department of the Army and the consent of the Vint Hill Economic Development Authority (the public entity contract purchaser of the decommissioned base) an appropriate facility to temporarily house refugees until more permanent and appropriate accommodations can be found or until they may be repatriated to their homeland.**

**Since the Board of Supervisors promulgated this announcement of concern, after prior consultation with a small group of elected public officials and community leaders, there has been a groundswell of public support from the citizens of Fauquier County who want to personally help mitigate the pain and suffering of the oppressed Kosovar peoples. The plight of these war-ravaged souls from a faraway country has mobilized the compassion and caring of our small Virginia community almost as though the atrocities of ethnic cleansing were happening locally. Virtually all of our community organizations and diverse faith communities are prepared to mobilize in support of whatever local efforts can be instituted to assist the refugees in coordination with State, Federal, and International partners. Enclosed is a list of community organizations to date that have volunteered to assist in this effort.**

**Now, therefore, the governing body of Fauquier County awaits the response of the appropriate governmental offices to our entreaty to be part of the solution for the Kosovar peoples by providing shelter and support. We look forward to your guidance and direction.**

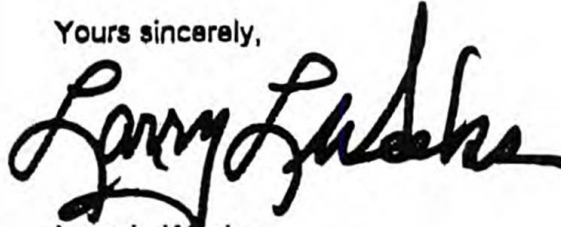
The following organizations have indicated that they are prepared to assist Kosovo Refugees that may be relocated to Fauquier County.

1. Adult Learning Center
2. American Red Cross
3. Career CENTER – FHS
4. Crisis Pregnancy Center
5. Department of Social Services
6. Didlake
7. Dr. Mark Head of Airlie Manor House
8. Faith Christian Church - Outreach
9. Fauquier Adult Day Care
10. Fauquier Community Action Committee
11. Fauquier Community Child Care
12. Fauquier County Public Library
13. Fauquier County Public Schools
14. Fauquier County Volunteer & Information Assistance Center
15. Fauquier Family Guidance Services
16. Fauquier Free Clinic
17. Fauquier Furniture and Clothing
18. Fauquier Family Shelter Services
19. Fauquier Habitat for Humanity
20. Fauquier Housing Corporation
21. FISH
22. Hospice of the Rapidan
23. Hospice Support of Fauquier
24. Literacy Volunteers
25. Lord Fairfax Community College
26. People Helping People
27. Piedmont United Way – First Call for Help
28. Retired and Senior Volunteer Program (RSVP)
29. Shadow Lawn Senior Center
30. Share Food – Fauquier County
31. Smart Choices Nutrition Ed. Program
32. The Salvation Army
33. Virginia Cooperative Extension

Ms. Julia Taft  
April 9, 1999  
Page Two

Mark E. Cornwell, Project Officer in the County Administrator's Office will be the staff officer for this project. Mr. Cornwell can be contacted at 540-347-8702.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Larry L. Weeks". The signature is fluid and cursive, with a large initial "L" and "W".

Larry L. Weeks  
Chairman

LLW:rd

Enclosure

cc: The Honorable John W. Warner  
The Honorable Charles S. Robb  
The Honorable Frank R. Wolf  
The Honorable James S. Gilmore, III  
The Honorable Kevin G. Miller  
The Honorable H. Russell Potts, Jr.  
The Honorable Jay K. Katzen  
The Honorable Joe T. May  
Daryl Powell, Chief of BRAC Officer, AMC



## AN INTEGRATED APPROACH TO EDUCATIONAL ASSISTANCE FOR KOSOVO REFUGEES IN ALBANIA

Prepared by the  
Albania Education Development Project

### I. Introduction

#### A. Overview.

The Albania Education Development Project (AEDP) of the Soros Foundation Network considers that an integrated and coordinated response to meeting the educational needs of the Kosovo refugee community in Albania is an essential element of the international response to the Kosovo refugee crisis. "An Integrated Approach to Refugee Educational Assistance in Albania" represents a partnership concept for cooperation among international agencies, the Government of Albania and the Kosovo refugee community in Albania. This program seeks to:

1. provide a broad range of educational services to Kosovo refugees in Albania that will promote increased learning, good mental health and personal security;
2. enhance the Albanian government's efforts to sustain its educational infrastructure while assisting the refugee community; and
3. assist the Kosovo community to plan and organize an integrated and democratic educational program ready for implementation upon the return of the refugees to Kosovo.

#### B. Albania Education Development Project

This approach builds on AEDP's five years of educational development experience in Albania as the major international collaborating agency with the Ministry of Education and Science. In that time, AEDP has provided support in three major program areas: school construction and rehabilitation, educational programs and services, and community involvement in education. In addition, AEDP has designed, supported and implemented educational and community service programs for refugees from Kosovo.

AEDP has a significant education, construction and management infrastructure based at its headquarters in Tirana and in twelve other districts. Its education staff include highly experienced professional educators with expertise in all facets of education including pre-school education, K-12 programs and university level programs related to formal education. It has strong and extensive linkages with the Ministry of Education and Science (MOES), the Institute of Pedagogical Studies (IPS) and educational officials at the school and district level. Joint AEDP-MOES working groups address national, regional and school projects, and implement programs. Current areas of focus include:

- improving the quality of teaching and learning;
- improving the quality of governance and decision making in education;
- decentralization and increasing local autonomy in education;
- addressing the educational needs of less-empowered sectors of society.

AEDP's Construction Unit has been responsible for the construction and rehabilitation of more than 230 schools throughout Albania ranging in cost from \$20,000 to more than \$1.5 million. The international and Albanian staff is composed of engineers, architects and a broad range of technical personnel. The Unit has developed a transparent and effective system for contractor pre-qualification, contract tendering and construction monitoring. The Construction Unit is currently supervising an extensive program of school construction under the Tirana 2000 program, a \$6 million school construction project with joint funding from AEDP/Soros and the Government of Albania.

The Community Unit works closely with the construction and education programs to develop the concept of parental, local government and private sector participation in the work of the school and the education of Albania's children. Its activities are premised on the concept that in a democratic society, education is the responsibility of all.

AEDP activities are supported by an Administration and Finance Unit that administers all program funds in accordance with internationally accepted accounting standards.

A more detailed description of AEDP programs and resources is found in Appendix A.

## II. Defining the General Problem

### A. The Early Phase

Although the Kosovo refugee crisis as it impacted on Albania began last year, it is only since March 1999 that the problem has attained immense

proportions. During this earlier phase, it was possible to disperse the refugees throughout the country and provide a range of services to them with international assistance. With approximately 26,000 refugees in Albania and only 2,000 living in camps, it was possible for Kosovo refugee children to be absorbed into Albanian schools without unduly stressing an already fragile educational system.

B. The Current Situation.

1. The Numbers. The Kosovo Refugee "problem" has exploded into a "crisis" of immense proportions. While estimates vary from moment to moment, the number of 315,000 refugees is indicative of the order of magnitude. This number is roughly equivalent to 10% of the population of Albania. Moreover, this figure may be an underestimate; there is the high probability that additional refugees will enter Albania from Kosovo, and the Macedonian government may force some or all of its refugees to leave, with many of them coming to Albania.

2. The Initial Response. The initial flood of refugees entered northern Albania and choked the region in and around Kukes. Terrible roads, lack of housing, food and sanitation has made it essential to move the refugees out of the improvised camps in the mountains and into the Tirana region and beyond. Refugees are being sent to other regions of Albania with the expectation that local government officials will organize initial food and shelter for them.

The Albanians have responded generously. Refugee families have been taken into Albanian homes in large numbers. The Government has used its limited resources to address the emergency needs. All government tenders for goods and services not obligated as a match under an international agreement have been cancelled, and the resources diverted to meet the emergency needs. Clearly the needed resources are well beyond the capabilities of the Government of Albania to meet.

3. The International and Albanian Response. The international and Albanian response has been swift as agencies set up refugee camps to meet the housing needs of this population. The emphasis is currently on the most urgent priorities -- food, shelter and sanitation. Sanitation is critical because the spread of disease is a real danger in the open fields and areas that are serving as improvised refugee camps. Tent camps for thousands of refugees are being established, but this is a time consuming process. Moreover, while some are close to completion, others will only be ready for occupancy after some time.

The international community has entered Albania in large numbers to augment Albanian efforts. Most of the 120 agencies currently registered -- Albanian and international NGOs, bi-lateral and multi-lateral donors—are

focusing on the food, shelter and sanitation priorities. Only a few are beginning to focus on other important but more distantly perceived issues of refugee life.

The implementing organizations are a heterogeneous group from Albania and abroad. Included are very large and very small agencies, sectarian and non-sectarian organizations, some providing extensive and integrated support services agencies with extensive refugee experience, and those desiring to address narrow and specific needs with little more than good intentions. Also, there are organizations with financial resources of their own, along with those seeking financial support from the international donor community.

4. Organization and Coordination. Coordination has been a difficult problem for both the international agencies and the Government of Albania. One of the most critical issues relates to identifying numbers and locations of refugees. This is a problem because many government and international agencies are involved in data collection, various sources of data are quoted, data (if accurate) many have been collected at different times, and data may have been collected for somewhat different purposes. Moreover, with refugees on the move, figures are constantly changing. A system of coordination is slowly evolving, but attendance at an overabundance of meetings is often the only way to obtain an overview of the refugee situation.

The government and humanitarian assistance organizations require reasonably accurate information about refugee size and location in order to determine: a) where services are needed, b) which services are needed, c) where they would like to offer support; and d) where gaps in service provision exist. Because these are voluntary efforts, international and Albanian NGOs and some donors self-select locations and service provision programs they expect to offer.

The Government of Albania faces a similarly difficult problem but for somewhat different reasons. It does not have the financial, technical and managerial resources in sufficient depth, nor does it have the needed infrastructure to manage a crisis of this magnitude. Government personnel are inexperienced in planning for the complexities of instantly organizing programs for thousands of people. Moreover, these refugee responsibilities are added to their regular responsibilities with little or no augmentation of personnel, equipment or finances.

### III. The Educational Dimension.

A. The Educational Priorities. Donor agencies have appropriately placed food, shelter and sanitation as the highest priority for the refugee population. Education for children is seen as a second level issue. This has been manifested in several ways:

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-- fewer agencies (only one-fourth have self identified themselves as concerned with education) are addressing the educational needs of children as their primary area of assistance and those often focus on the issues of trauma, preschool programs and informal sports, recreation and cultural activities;

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1. Direct Implementation. AEDP in conjunction with local educational authorities and other donor agencies will directly implement and coordinate a range of educational programs in six districts: Durres, Kavaja, Elbasan, Shkoder, Korce and portions of Tirana. This represents a total population of at least 25% of the refugees. Priority programming will focus on pre-school activities based on the Step-by Step program of the Open Society Network, lower primary school support for children in grades 1 – 4 and upper primary school programs for children in grades 5 – 8. Secondary education programs, non-formal education for youth and adults will also be organized.

AEDP has already begun pilot implementation of pre-school and lower primary programs based on the Step-by Step model at camps and schools in Tirana, and will expand these to other districts. Other programs are being planned for early implementation.

2. Planning and Coordination. Over the longer term, perhaps no other function is as important as the development of a coherent plan for the organization and implementation of educational assistance services for the Kosovo refugees. In collaboration with the Ministry of Education and Science and the donor agencies, AEDP has undertaken to serve as a coordinating facilitator in two major areas:

- MOES planning for addressing the national and local educational needs during this crisis
- coordination with donors and MOES about the international response in the area of educational services;

The MOES and AEDP have formed joint working groups and sub-groups to address the critical issues. Kosovar educators and NGOs are being identified for inclusion in the working groups. Areas where the expertise of international consultants is required will also be identified. In addition, AEDP is hosting donor coordination meetings with the MOES and the international agencies. All program plans and data will be shared with partner organizations addressing educational needs.

a. Data Collection and Assessment. This working group will collect and disseminate aggregate national and local/site-level data on the

refugee population. They will develop age distributions and educational profiles of the population to project educational needs. In addition, this information will be used to identify special needs of the student population and gaps in service needs. These statistics will be continually updated and made available to all interested agencies.

In addition, this working group will develop an educational assessment program to determine the skill levels of refugee children at different ages. Because no previous school records are available, this will be particularly important for program planning.

b. Content of Educational Programs. This working group will address the program and support needs for refugee education at all levels. It will identify programs for the immediate emergency phase, the summer phase and for the beginning of the new school year in September 1999. In addition to planning projects and activities, it will project needs for teaching personnel (Kosovo and Albanian); learning materials (including textbooks and supplies), materials and supplies and facilities

c. Infrastructure Needs. This joint working group will address the infrastructure needs in both the refugee camps and in Albanian schools contributing to refugee education. It will assess trends and project requirements for facilities ranging from tents to emergency school building repairs, light construction and rehabilitation, more substantial facilities construction, and construction needs. It will also estimate the requirements for the rehabilitation of educational facilities after the departure of refugees in cases where such facilities have been used for housing and related refugee services. This group will also address requirements for school furniture and related needs for "hard" goods.

AEDP's Construction Unit staff will contribute their extensive knowledge and experience in school construction and rehabilitation to the activities of the working group.

3. Infrastructure Construction and Rehabilitation. AEDP will provide technical and management support for construction activities related to education needs. As requested, it will develop cost estimates, organize tenders and supervise construction on-site. In addition, it will provide technical advice to others engaged in construction and rehabilitation in camps as well as in Albanian communities.

4. Educational Planning for Kosovo. As already noted, children in Kosovo have been educated despite the efforts of the Serbian authorities to restrict access to education for the ethnic Albanian population. It is clear that a system of home schooling supported by the financial contributions of the Kosovar Albanian population and the efforts of Kosovo teachers is inadequate to the long-

term needs of Kosovo upon the return of the Kosovo population from the areas of sanctuary.

AEDP believes that the time during which the refugees are resident in Albania represents a unique opportunity for long term educational planning and development. Several factors make this opportunity especially appropriate:

- the common language of the refugee and host population;
- common use of Albanian educational materials;
- educational expertise and resources available in Albania;
- a cadre of Kosovo teachers and administrators available among the refugee population.

Strong consideration should be given to assembling a Kosovo-Albanian-international team of educators to develop a long-term strategy for Kosovo education. They would not only address issues of policies and programs, they could develop detailed plans, teaching materials and teacher training program at all levels so that an educational program is "ready to go" when the refugees return. It might even consider the feasibility of preparing and pre-positioning school-kits and educational materials for immediate use as the refugees return.

In summary, this represents an integrated approach to meeting the educational needs of the Kosovo refugee population.

## Appendix A

### The Albania Education Development Project Of the Soros Foundation Network

#### About AEDP

The visit of George Soros to Albania in 1992 led to the establishment of AEDP as a mechanism to promote an open society by strengthening Albanian education. Support for education was critical for a nation that had just emerged from forty-five years of totalitarian isolation.

Close collaboration between the Government of Albania, and especially the Ministry of Education and Science (MOES) has been a critical element in the relationship with AEDP from the very beginning. In this context, AEDP functions as a facilitator, stimulating innovation, promoting experimentation and providing program support. Its primary mission is to assist the Albanian Government and MOES in attaining its educational goals for a democratic society. AEDP is a major international donor in the educational sector in terms of its financial resources, programmatic flexibility, depth of involvement and duration of commitment. Since 1994, AEDP has provided more than US \$35 million in programmatic assistance to the education sector.

AEDP programs address needs in the formal sector including pre-school education, primary and secondary education, and university based programs related to education. It also actively supports educational planning and capacity building for the MOES and other educational entities.

Operating in thirteen districts throughout the nation, AEDP programs are directed at:

- improving the effectiveness of the educational process
- rehabilitation of the educational infrastructure including school construction and rehabilitation
- strengthening school and community relations

AEDP is organized into three programmatic units: Education, Construction and Community with additional managerial and financial support from the Administrative and Finance Unit. AEDP staff are highly qualified and experienced educators with strong project management skills.

AEDP has also supported Kosovo refugee assistance programs in the area of education. In addition to implementing proven educational program for children

and adults. AEDP is providing management assistance and collaborative services between the Government of Albania and donor agencies.

### The Education Unit

The projects of the Education Unit address the content, policy and management of education. AEDP staff form working groups with Albanian educators and administrators in a collaborative process to plan and implement projects.

The current AEDP educational strategy has identified the following priorities for programmatic support:

- improving the quality of teaching and learning.
- governance and more effective decision-making in education.
- decentralization and increasing local autonomy in education.
- meeting the educational needs of less empowered sectors of society.

Among the many educational activities supported by AEDP are:

- curriculum development
- publication of textbooks and teaching materials
- seminars, conferences and workshops
- pre-service teacher education
- in-service teacher education
- model, pilot and experimented school development
- pre-school education
- educational policy studies
- extracurricular activities
- computers and instructional technology
- critical thinking programs
- teaching innovation
- educational administration and school management
- educational assessment and evaluation
- strengthening data collection
- institutional capacity building

### The Construction Unit

The Construction unit began its efforts in 1994, with the emergency reconstruction of 19 schools. This set the stage for systematically developing a process for school construction management that was transparent and consistent with international standards. The Unit established criteria and procedures for school selection, contractor tendering and pre-qualification based on

International accepted methods adapted to Albanian market, and strict standards for construction monitoring and quality assurance.

Special aspects of the construction program include the introduction of new building technologies and materials, a program for school maintenance, and other activities related to enhancing the quality of school construction.

Of special importance is the collaboration between Construction and the Community Unit in integrating the local community into the school construction. Through the intense and continued participation of local government, parents, the private sector and local educational officials, the concept of community "ownership" and responsibility for their school is enhanced. The effectiveness of "the school is yours" approach was evident when parents and community members, on their own initiative, protected each AEDP school during a period of civil strife in Albania. While schools and other government buildings were severely damaged, AEDP supported schools remained intact.

Highlights are the multimillion-dollar collaborative school construction programs between AEDP and the Government of Albania under the Tirana 2000 project and the Albania 2000 project.

Since 1994, AEDP has constructed and/or rehabilitated 232 schools in 13 district of Albania ranging in cost from US\$20,000 to \$1.5 million.

Among the activities the Construction Unit focuses on are:

- innovative and new construction technology
- model school design
- classroom quality standards
- construction maintenance and supervision
- school furniture standards
- new school design and construction
- school reconstruction and rehabilitation
- kindergarten construction
- school sanitation programs
- media centers and libraries
- laboratories
- computer classrooms and centers
- school heating and wastewater treatment.

#### Community Unit

Building a community through education is a two - pronged strategy -- involves communities in education and strengthens education in communities. This is the heart of the program of the Community Unit as it works to build local support for the education of Albania's children.

The Community Unit was established to increase parental and local government involvement in education in the context of a democratic society. AEDP's Community Unit works at the grassroots level, developing close relationships with local schools, local government and their communities. The Community Unit staff support the activities of both Construction and Education units, and provides AEDP program managers feedback and analysis of the educational situation at the local level. The Community Unit has also taken the lead in coordinating refugee assistance purposes.

Community Unit projects are directed at:

- establishing parent and community associations
- community revitalization
- locally based school maintenance
- school twinning,
- school improvement projects
- health and environment
- rural education
- local government and community collaboration  
in education

Collaborative Partnerships:

AEDP acts as a magnet for other Albanian education donor initiatives either in collaborative activities or as support for AEDP priorities. Through matching programs or direct grants, AEDP has entered into partnerships with the Government of Albania and bi-lateral and multilateral donors, non-governmental organizations and other non-profit sector entities, local communities, the private sector and other individuals. Among these are:

- Austrian Federal Chancellery
- Austrian Embassy in Tirana
- Austrian Kultur Kontakt
- Catholic Relief Services, CRS
- Council of Europe
- Children's Aid Direct
- Government of Albania
- Deutsche Gesellschaft für Technische Zusammenarbeit, GTZ
- Hope and Home for Children
- Tempus, University of Bristol, England
- The Open University, England
- Organization for Security and Cooperation in Europe
- Open Society Foundation
- United Nations Development Program, UNDP
- United Nations High Commission for the Refugees, UNHCR

Prince Bernhard Foundation, Netherlands  
Rotary International  
Rural Association Support Program  
Stiching Kinderen Von Fier in Netherlands  
SWISSAIR  
United Nations Children's Food, UNICEF  
United States Agency for International Development  
United States Information Agency  
University of Vienna  
University of Washington  
World Bank

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