

Type of Project:	<b>Education School</b>	Country:	<b>Kosovo</b>
Approach:	<b>Maintenance</b>	Realisation Year:	<b>2001-2003</b>
Project name:	School Maintenance Program	Version:	1
		Date:	December 2003



### Initial Situation, Context

In 2003 SDC is operating in its fourth year after the Kosovo crisis 1999. It continues its shift from relief and reconstruction towards an approach focusing on Kosovo's transition towards market economy and democracy.

The objective of the SDC/FOR programs still remains with the improvement of the general living conditions by setting up the necessary framework for technical and social infrastructure. Beside reconstruction the particular emphasis is put on the maintenance of social institutions. The education sector in Kosovo includes more than 1200 school facilities. Many of them have been damaged in the conflict 1999/2000 but most of them show the effects of more than a decade of neglected maintenance. In a three year period the program of SDC/FOR included the repair and the construction of 25 schools for a total amount of CHF 8.2 Mio. But the lack of adequate maintenance of the school premises still remained a major problem.

### Goals, Beneficiaries

Main objective of the program is to embed a concept for the operation and maintenance of school buildings into the new political structure of Kosovo with the following goals:

- Develop a sustainable system for operation and maintenance of school facilities
- Organize and define the roles of central and local school authorities and enable them to become independent from outside support.
- Increase the efficiency and effectiveness of the operation and the maintenance of schools
- Define the skills of technical personnel (maintenance workers, technical managers)
- Provide adequate and up-to-date training, materials, resources and facilities
- Increase awareness of ownership of the schools at municipal level.

### Approach

Request from UNMIK School Building Cell in 2000 (now MEST) towards SDC for developing an appropriate maintenance concept and for initiating a pilot project. Joint evaluation SDC/MEST in 2001 and selection of 7 schools in 4 municipalities for a pilot phase. Implementation of the pilot phase in 2002 and elaboration of the final concept for operation/maintenance of schools adapted to the conditions in Kosovo. Approval of the final concept of the School Maintenance Programme by MEST and introduction of the program in 10 municipalities. Continuation in 2004 with the introduction and final concept for all municipalities in Kosovo

### Partner(s)

- FOR (Federal Office of Refugees) in Switzerland for financing the program
- PISG/MEST (Provisional Institution of Self Government/Ministry of Education, Science and Technology)
- MDE (Municipal Directorates of Education)
- The School Councils

### Implementations/Results

In the “Evaluation Phase” all the institutional and technical information were gathered with reference to maintenance work. The findings were fed into the concept proposal and served as the basis for technical documentation (guidelines, standards, instruction and information). In the “Pilot Phase” the concept was tested in the field (7 schools). The training of “Maintenance Workers” covered technical maintenance, planning/coaching, administration, first aid and fire prevention. Their work in repair and maintenance was monitored. The experiences made in this phase resulted in the “Final Concept” and in the final job description of the maintenance workers. The program is now (2003/4) extended to 10 municipalities covering about 250 schools. There is a workshop planned for “Technical Managers” with trainings in pedagogic, construction technique, administration, accounting/invoicing, coaching/monitoring. The outcome will enable the technical managers to guide and monitor the maintenance workers.

### Reconstructions

None. Only a few workshops for maintenance workers were established and equipped with basic tools

### Cost, Financing

Financed by FOR (Federal Office for Refugees)

Credit Proposal 7F-01787.02: Total cost EUR 128'000 (incl. material, team Kosovo, Team CH)

Credit Proposal 7F-01787.03.01 Total cost EUR 40'000 (incl. material, team Kosovo, Team CH)

### Problems/Constraints

- to raise the salaries for the maintenance workers outside the official coefficient
- to create a new job position for a technical manager within the structure of educational administration
- the low efficiency of performed tasks as a result of low (public) payment
- Inability of municipal administration to provide the petty cash to maintenance workers for small repairs due to wrong and non efficient fiscal procedures.
- Non-cooperation between municipal structures (e.g. Municipal Directorates of Education and Urbanism). A key person in charge of technical issue is missing in MDE structure.

### Lessons learned      What was useful in the approach?

The need for embedding a concept for operation and maintenance of school buildings in Kosovo inside MEST/MDE was confirmed during the pilot phase. The pilot phase was therefore crucial and its experiences resulted in the adaptation of the final concept to the context in Kosovo.

### Lessons learned      What should be done different next time?

Elaboration of concept and its modalities should be done in cooperation with local experts (depends on the relevant country.)

### Preconditions and Limitations for this approach

Economical and administrative structures in place may hinder or prevent the establishment of such a maintenance concept. In Kosovo the presence of an UNMIK structure was quite helpful in supporting this concept.

### Evaluations

MTR 2003

### For further information

<b>Recommended Contacts:</b>	François Poffet, Project Leader SDC/HA, CoOf Pristina
<b>Recommended Institutions:</b>	SDC/HA, desk Europe + CIS
<b>Recommended books/reports:</b>	--
<b>Relevant other projects (links):</b>	--

**Annex:** (technical drawings, schemata) see page: 3

## Annex:

### Scheme, diagram:

**The Technical Manager** is a new job position within the Municipal Directorate of Education. He is an architect or engineer and has a key function in the maintenance of school buildings, grounds and infrastructure:

- Overall responsibility for the maintenance of all municipal school buildings
- Adviser of the Municipal Education Director
- Coordinating link between the municipal directorates
- Training, coaching and supervising the maintenance worker
- Identifying, planning of construction needs

**The Maintenance Worker** is, as far as fulfilling the required qualifications, selected from the existing staff and has to ensure the technical maintenance of school buildings, grounds and infrastructure:

- Planning the works to be done
- Organizing and supervising the cleaning staff
- Detecting and repairing of petty damages
- Assessments and reporting of big damages
- Administrative works in cooperation with the school director and technical manager

