



Republika e Kosovës

Republika Kosova-Republic of Kosovo

Qeveria -Vlada-Government

Ministria e Arsimit, Shkencës dhe Teknologjisë

Ministry of Education, Science and Technology

KOSOVO EDUCATION STRATEGIC PLAN 2011-2016

2011

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Glossary of Terms

AAK	Accreditation Agency of Kosovo
ACAS	Authority for Curricula, Assessment and Standards
AGPE	Advisory Group for Pre-school Education
BMZ	German Federal Ministry for Economic Cooperation and Development
CET	Centre of Excellence in Teaching
CoC	Centres of Competence
CVET	Council for Vocational Education and Training
ECDL	European Computer Driving Licence
EFA	Education for All
ELDS	Early Learning and Development Standards
EMIS	Education Management & Information System
ENQA	European Association for Quality Assurance in Higher Education
EPAK	Employment and Promotion Agency of Kosovo
EQF	European Qualifications Framework
ETF	European Training Foundation
EU	European Union
GEO	Gender Equality Office
GER	Gross Enrolment Ratio
HCNM	Higher Commissioner for National Minorities
ICT	Information Communications and Technology
IDEP	Institutional Development for Education Project
IPA	Instrument for Pre-Accession Assistance
KAA	Kosovo Accreditation Agency
KBPT	Kosovo Bologna Promoters Team
KCC	Kosovo Chamber of Commerce
KCF	Kosovo Curriculum Framework
KEC	Kosovo Education Centre
KESP	Kosovo Education Strategic Plan 2011 -2016
LGF	Local Government Funding
LLL	Life Long Learning
LMIS	Labour Market Information System
LPUE	Law on Pre-University Education
MCYS	Ministry of Culture, Youth and Sports
MCR	Ministry of Communities and Returns
MDG	Millennium Development Goals
MEF	Ministry of Economy and Finance
MEST	Ministry of Education, Science and Technology
MLSW	Ministry of Labour and Social Welfare
MoH	Ministry of Health
MTEF	Medium-Term Expenditure Framework
NER	Net Enrolment Ratio
NQA	National Qualifications Authority

NQF	National Qualifications Framework
NRC	National Research Council
PES	Public Employment Service
PFM	Public Finance Management
HEI	Higher Education Institutions
SCTL	State Council for Teacher Licensing
SDC	Swiss Agency for Development Cooperation
SEN	Special Education Needs
SIDA	Swedish International Development Cooperation Agency
SME	Small and Medium Enterprises
SWAp	Sector Wide Approach
TPD	Teachers Professional Development
UNDP	United Nation Development Programme
UNICEF	United Nations Children's Fund
VET	Vocational Education & Training

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V E N D I M

1. Miratohet Strategjia e Arsimit në Republikën e Kosovës për periudhën 2011-2016.
2. Obligohet Ministria e Arsimit, Shkencës dhe Teknologjisë për zbatimin Strategjisë nga pika 1. e këtij vendimi.
3. Vendimi hyn në fuqi ditën e nënshkrimit.

Hashim THACI
Kryeministër i Kosovës

Iu dërgohet:
- Zëvendëskryeministrave
- të gjitha ministrave (ministrave)
- Sekretarit të Përgjithshëm të ZKM-së
- Arkivit të Qeverisë



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With reference to Article 92, paragraph 4 and Article 93, paragraph 4 of the Constitution of the Republic of Kosovo, and based on Article 4 of the Regulation No. 02/2011 on the areas of administrative responsibilities of the Office of the Prime Minister and Ministries, and on Article 4 of the Rules of Procedure of the Government of Kosovo No. 01.2007, the Government of the Republic of Kosovo, in its meeting of 25 August 2011, brought the following

DECISION

- 1. The Government approves the Strategy of Education in the Republic of Kosovo for the period 2011 – 2016.**
- 2. The Ministry of Education, Science, and Technology is responsible for the implementation of the Strategy from item 1 of this Decision.**
- 3. The Decision will become effective on the day of its signature.**

Hashim Thaqi

Prime Minister of Kosovo

To be distributed to:

- Deputy Prime Ministers
- All ministries (minsters)
- General Secretary of the OPM
- Government Archives

FOREWORD

The Kosovo Education Strategic Plan 2011 -2016 (KESP) has been developed as a six-year plan that links life-long learning and inclusion in education and is based on a learning model that reaches out to all learners offering equal opportunities and quality education. The strategy is an extensive undertaking that accepts inclusion and life-long learning as the basis of the whole education system as a right and obligation towards its citizens.

KESP (2011-2016) builds on the Pre-University and Higher Education strategies and the Kosovo Road Map which all aim to improve the quality, inclusion and equity of the education system. Critical for service delivery are the decentralisation of management structures where the municipalities play a key role and the broadening of the financial base for education. The Strategic Plan has three purposes:

- To support, coordinate, regulate and promote quality education to all citizens;
- To guide all sub-sectors in their regular medium-term and annual planning and budgeting exercises;
- To provide a basis for coordination and negotiations with government agencies, development partners and other key stakeholders in the education sector so as to define the scope and use of longer-term planning and investments in the education sector captured under a single planning framework and funding envelope.

The Education Sector Strategic Plan has been divided into eight programme areas for which specific outputs and indicators have been developed. These eight programme areas are as follows:

1. Pre-school Education (PSE) & Pre-primary Education (PPE);
2. Pre-university Education (PUE);
3. Vocational Education and Training (VET);
4. Teacher Education (TE);
5. Higher Education (HE);
6. Adult Education & Training (AET);
7. Information and Communication Technology (ICT);
8. Capacity Building.

The last of these recognises that success in the seven previous sub-programmes will be premised on a very sound and robust management of the entire sector. In this regard, sector management will be strengthened both at the centre and municipal levels. KESP will be under MEST leadership, adopting


common approaches across the education sector, and progressing towards relying on Kosovo government procedures to disburse and account for all resources. However, KESP should be seen as a living document and it is expected that further refining of sub-sector strategies will be required in the annual planning stages to take account of current capacity and budget realities.

KESP provides a budget and indicative financing plan for 2011-2016. In this respect, the resource envelope presented should be seen as additional to the existing government budget for education. Thus, financing the developments in this strategic plan as well as the emanating recurrent cost implications will require mobilising resources from a number of sources. Under KESP (2011-2016) all significant funding to the education sector will be channelled towards supporting the government priorities and interventions through the suggested expenditure programme. It is our intention to gradually integrate all on-going education projects and programme activities into KESP in order to achieve better co-ordination of efforts and to enhance access and equity in education. KESP also presents different options and financing levels to guide the future prioritization and timing of development interventions.

The development of the strategy was led by MEST with analytical work and advisory support from international and local consultants. Many stakeholders have been involved at different stages in the formulation of this plan. Several Technical Working Groups, which drew members from a variety of stakeholders as well as consultative meetings amongst key institutions and sector ministries, contributed greatly to the formulation of an overall plan framework and the development of the Strategic Plan.

I would like to thank all those who have contributed to the development of this Strategy and I appeal to all stakeholders and all our development partners to give it all the support it deserves. Let us all play our part and together we shall succeed.

Prishtina 16 October 2011



Prof. Dr. Ramë Buja
Minister of Education, Science and
Technology

EXECUTIVE SUMMARY

The Government of the Republic of Kosovo, Ministry of Education Science and Technology (MEST) recognises the need for improved sector wide-planning to maintain the gains already made in the education sector and to address key areas for improvement. MEST is keen to have a sector-wide approach and coordinated efforts of all partners to ensure that investments are prioritised and lead to improved sector performance. A sector-wide approach will allow MEST and development partners to adopt a longer-term strategy for support to the sector that will lead to improved investment planning captured under a single resource and funding envelope.

The Kosovo Education Strategic Plan 2011 -2016 (KESP) has been developed as a six-year plan that links life-long learning and inclusion in education and is based on a learning model that reaches out to all learners offering equal opportunities and quality education. It is the key action plan for education sector investment. Annual Implementation Plans will be developed by MEST that will be one of the key steps for on-going support to the sector. MEST will put in place steps for a regular review of education sector performance including the impact of major investment decisions.

Kosovo Education Strategic Plan 2011 -2016 provides an important tool to make the education system more coherent, bridge the gaps in provision and ensures that links are maintained between the relevance of education content and learning with sustainable national development priorities.¹ KESP recognises the need for the education system to be more responsive to the labour market demands, aligned with key government priorities and pressing economic development goals. It offers a range of strategies for meeting the priorities of Government of the Republic of Kosovo, Millennium Development Goals (MDGs) and Education for All (EFA) targets by 2015. The strategic priorities, issues that KESP addresses include:

- Developing and supporting an inclusive system of education enabling equitable access to quality education;
- Reducing the number of shifts in schools by reducing double shift schools, mostly located in the urban areas by building new primary and secondary schools;
- Developing child/friendly school environments;
- Developing and supporting early childhood development services;

¹ Life-long learning implies an inclusive education and learning model that includes all – children, youth, women, minorities and adults as learners. It also encompasses learning throughout the life-cycle, from pre-primary to retirement taking in formal, non-formal, and informal education methods. According to the UNESCO Committee for the Development of Education for the 21st Century life-long learning is a continuing process and rests on four basic pillars according to which individuals must: ‘learn how to know’; ‘learn how to do’; learn how to be’ and ‘learn how to live together’.

- Developing and expanding upper secondary schooling;
- Improving the quality of teaching and learning and promoting quality learning outcomes by defining and helping learners learn what they need to learn and teaching them how to learn;
- Restructuring of secondary education and promoting vocational education and training;
- Developing Centres of Competence;
- Closer alignment between education and employment including the development of tertiary vocational education and training in response to labour market demand;
- Improving the quality of higher education by ensuring quality control, the application of European standards and a review of academic structures organization;
- Expanding provision of higher education and the establishment of the new public universities;
- Establishing research institutions within higher education institutions to offer services for the private sector and for other purposes;
- Developing information and communication technology (ICT) in all levels and all groups of education;
- Declaring development of human resources a national priority and creating a life-long learning culture.

The Government of Republic of Kosovo sees the importance of having a balanced approach to education sector development that will overcome system disparities that sometimes prevent sustained and coherent education sector development. A sector-wide approach or framework in education will enable government and development partners to plan jointly towards agreed targets and outcomes described in a single sector strategic plan. KESP provides for measures to bring about sustainable and quality changes in education that will help improve sector performance and increase the financial resource base. The main interventions of KESP are presented in Chapter 5 as sub-sector priority programmes. KESP has been structured around eight priority programmes as follows:

1. Pre-school education (PSE) and Pre-primary education (PPE)
2. Pre-university Education (PUE)
3. Vocational Education and Training (VET)
4. Higher Education (HE)
5. Teacher Education (TE)
6. Adult Education & Training (AET)
7. Information & Communication Technology (ICT)
8. Capacity Building (CB)

Integrated throughout KESP is the recognition that an inclusive education system is required to reduce barriers to formal school education. The inclusive education strategies, priorities and actions will also be instrumental for achieving the Millennium Development Goals (MDGs) and the overarching policy of equitable access by 2015.

Each sub-sector programme follows a log-frame structure and for each priority, objectives, targets and milestones, activities and indicators have been developed. In addition, sets of indicators and means of verification have been outlined in Chapter 7. Further development is required to develop a rolling MEST Annual Implementation Plan for every year, which will further determine annual priorities as well as responsibilities for the different development efforts and final resource allocations.

The Government of Kosovo has prioritised the need to integrate programmes better and to align different elements of the system. At the same time all actors; the government, civil society, the private sector and development partners, gain a new role and responsibilities in the new and more coherent framework set up by the sector strategy. In addition, learners will need to enter and leave the system at different points under a life-long learning paradigm provided with opportunities and pathways to move more freely between the different levels of education. Community, development partners, families, employers and NGOs will need to be more involved in planning.

Kosovo will also require a more effective and efficient education system. To manage this MEST have put in place very recent changes to its management structure whilst streamlining its accountability system. To realise these goals there is a need to strengthen central, regional and municipal management and enhance capacity in mainstreaming gender equity concerns in management. The recommendations coming from the *Capacity Development Programme for MEST and the Central Agencies*² supported by development partners will improve education management at all key levels. Further work will be started to address the recommendations for training and capacity needs of the municipal and school levels of education management in line with the national policies on decentralisation and based on *Report on Capacity Building Needs Assessment of the Municipal Education Directorates Kosovo*.³

Development partners continue to be major investors in the education sector and have made significant contributions to the development of education sector in the Republic of Kosovo. KESP reflects a shared long-term vision and commitment to the education sector by government, development partners and civil society. The strategy will enable comprehensive estimations and projections of education sector requirements, more balanced and even sector development and inform a focused and better co-ordinated programme for development assistance over the planned period. Central to this is enhanced cooperation between development partners. It will also help MEST and development partners to estimate the total investment programme and mobilise the needed resources for reducing the funding gaps.

² See Capacity Development Programme for MEST and the Central Agencies² (2010)

³ See Report on Capacity Building Needs Assessment of the Municipal Education Directorates Kosovo (2010)

Ministry of Education, Science and Technology (MEST) is introducing performance based management *principles and procedures* for the education sector and together with the restructuring of the organisational setup it is moving towards the adoption of evidenced-based planning linked to the MTEF and thus, moving toward greater accountability in the system. A key element of KESP is the strengthening of the *Monitoring and Evaluation (M&E)* structures to assess progress made in the sector, including data collection, reporting, timely publication and communication of results and initiatives, analysis and use in policy and decision-making. In this respect, MEST will develop a *Performance Assessment Framework (PAF)* for KESP and is currently working with development partners to improve the *Education Management Information System (EMIS)*. MEST recognises the need for capacity building for sector performance reporting, especially for financial performance at the municipality level.

In parallel with the KESP is also a *Capacity Development Programme for MEST and the Central Agencies* to support the implementation of MEST new organization and the transition of MEST into its new roles and responsibilities for the sector. The programme aims to improve the general management capacity of MEST as well as its financial and human resource management routines and procedures.

With a total development cost of 242 million € and resulting added recurrent operational costs of 238 million € over the six years of KESP it is clear that it is a challenge to finance the strategy. The total annual cost during the KESP period is hence around 80 million € and the remaining recurrent or operational cost, once the whole strategy has been implemented, has been estimated to be 57,8 million € per annum. This is in comparison to a sector which has carried a cost over the public budget of 181 million € in the year 2009, and where external partners' contributions outside of the budget has been estimated at 46 million € 2010 (including some co-financing).

To increase the level of required funding will necessitate a number of measures:

- Matching of on-going external support with the required support, and an adjustment to Government's priorities;
- Analysis of funding options including user fees, reallocations to the sector and within the Education sector, external partner support and loans.

It is the intention of MEST to initiate a Task Force for the further financial analysis, to define and propose a feasible balance between the possible sources of finance for the strategy.

In addition work with the strategic plan has already included some downscaling of desired investments, especially the ambition to rid the sector of two shift schools. It also includes calculated scenarios in case the desired funding would not become available – one scenario if only 70 % of the desired funding

becomes available, and one for a 50 % level. The projects under each sub-sector have also been put in a ranking order to facilitate prioritization. This is meant to provide a basis for the annual rolling midterm expenditure framework analysis, the operational planning as well as discussions with external partners.

CHAPTER 1: BACKGROUND

1.1 National Development Imperatives

The current education sector in Republic of Kosovo is characterized by extensive reform efforts in all sub-sectors, addressing key challenges of increasing participation and improving equity and quality of education with limited resources. The last decade has seen a proliferation of new legislation, construction of schools and classrooms and setting up of new institutions. There have been considerable efforts to improve and make more relevant the curricula and the development and provision of new textbooks that now need to be supported by new teaching and learning practices.

Despite good progress in education reform there are challenges to be addressed. The implementation of the policies for compulsory pre-primary and upper secondary education will demand increased numbers of trained teachers, more learning materials and many more classrooms to meet current demands for enrolment in upper secondary schools and reduce the current level of 32.3 students per class on average in the Kosovo upper secondary schools (mainly located in urban areas) as compared to 23.3 students per class in primary and lower secondary schools. In terms of early childhood care and development, there continues to be a severe shortage of trained pre-school teachers. The quality of care and education is constrained by the low number of qualified teachers.

Closing the gross enrolment, completion and the gender gap particularly at the middle and higher end of the education cycle will depend on improving educational quality, ensuring equitable resource distribution and ensuring that there are no reasons for parents in poverty to restrict their children from education. Overall gender trends such as the gender parity index, enrolment ratios and percentage girls' enrolment figures suggest that the gender gap is gradually closing within the lower levels at schools but significantly widens in favour of boys as students move up the educational ladder.

The Government of Kosovo is committed to developing and implementing inclusive policies⁴ and to ensuring an adequate environment that promotes increased access to higher education for all including minority communities, students with disabilities and students from socially excluded backgrounds and ensuring that at least 35 per cent of the relevant age group (from 18 to 24 years of age) have access to higher education by 2015. Strategies for securing access to out-of-reach children and out-of-school youth will be explored in accordance with the principles of inclusion. Key aims include that schools

⁴ Social inclusive policies in education and training are an overarching concept that encompasses the full participation by all people, irrespective of their social differences (such as gender, ethnicity, social class and disability), in economic, social and cultural life. It also ensures their participation in the decision-making that affects their lives and access to their fundamental rights.

promote a child-friendly environment for children and promote inclusive education⁵. The majority of children with special educational needs are not included in school, which is a challenge that must be addressed. Those SEN pupils and students who are already in the school must be provided with a quality education based on their individual needs.

The Government of Kosovo acknowledges that a precondition for sustained improvement of quality and service delivery is the development of vocational education and training (VET). Promoting high quality VET at secondary (and later higher non-tertiary) education in streams and profiles based on the needs of the labour market in Kosovo and abroad is a key goal. Due to years of instability, many adults have missed out on formal education, especially women. The current political and economic transition presents many new challenges for Kosovo to provide opportunities for these groups through knowledge and skills development.

1.2 Purpose of the Kosovo Education Strategic Plan 2011-2016

This Strategic Plan has three purposes:

- (a) To support, guide, coordinate, regulate and promote quality education to all citizens;
- (b) To guide all sub-sectors in their regular medium-term and annual planning and budgeting exercises;
- (c) To provide a basis for coordination, negotiations, with Government agencies, development partners and other key stakeholders in the education sector, and to define the scope and use of longer-term planning and investments in the education sector captured under a single resource and funding envelope.

Under KESP 2011-2016 all significant funding to the education sector will be channelled towards supporting the government priorities and interventions through the suggested expenditure programme. This will be under MEST leadership, adopting common approaches across the education sector, and progressing towards relying on Government of Kosovo procedures to disburse and account for all resources.

An **Annual Implementation Plan** for each year will be drawn up by MEST in conjunction with development partners that will provide the means for putting in place regular reviews of education sector performance including the impact of major planning investment decisions.

⁵ UNICEF has developed a framework for rights-based, child-friendly educational systems and schools that are characterised as 'inclusive, healthy and protective for all children, effective with children, and involved with families and communities - and children'. Child-friendly schools aim to develop a learning environment in which children are motivated and able to learn. Staff members are friendly and welcoming to children and attend to all their health and safety needs.

1.3 Background

Kosovo Education Strategic Plan 2011 – 2016 takes as its starting point the *Strategy for Development of Higher Education in Kosovo (2005-2015)*, the *Strategy for Development of Pre-University Education in Kosovo (2007-2017)* and the *Medium Term Expenditure Framework (2011-2013)*. The strategic development plans and the *Medium-Term Expenditure Framework 2011-2013 (MTEF)* have together with other strategic documents informed the construction of KESP.

The process to develop the strategic plan has also been guided by the *Roadmap for the Education Sector: Sector-wide Approach (2008)* that points the way forward for the Government of the Republic of Kosovo and development partners to taking steps towards making the sector strategic framework operational. The *Roadmap for the Education Sector* suggested the two strategies (Pre-University and Higher Education) should be developed as a single education strategy based upon a *Life-Long Learning* framework. Further, the Roadmap recommended aligning development partner activities behind a single sector strategic as vital to develop greater ownership, leadership and support the building of a stronger institutional environment. This included assessing public financial management systems and identifying suitable financing mechanisms for future support from development partners.

1.4 Strategy for Development of Pre-University Education in Kosovo (2007-2017)

The most important sub-sector policy document – the *Strategy for Development of Pre-University Education in Kosovo 2007-2017* - was officially adopted before Kosovo declared its independence on February 17, 2008. The new Government of Kosovo that took office in January 2008 recognized the continuity of its education policies with the previous Government in terms of following the strategic directions set in the document.

1.5 Strategy for Development of Higher Education in Kosovo (2005-2015)

The first elected Government of Kosovo adopted the *Strategy for the Development of Higher Education in Kosovo 2005-2015* in September 2004. The document is an outcome of a participatory process and was developed with an aim to facilitate integration of Kosovo in European Higher Education Area by aligning the national higher education system with the principles of the Bologna Declaration. A large number of the measures foreseen in strategy have been implemented; others have barely started or

simply became obsolete due to the rapid changes in the sub-sector not only locally but also internationally.

1.6 Road Map for the Education Sector – Towards a Sector Wide Approach

Experience has shown that the project approach to education development has often resulted in serious vertical and horizontal dislocations in the education system. Consequently, some of the projects are un-coordinated and because they are located in selective municipalities and have different focus inequities sometimes emerge in terms of access and quality between districts, schools, and gender and disadvantaged groups. The Road Map for the Education Sector in Kosovo pointed out the imperative for inclusiveness and that moving towards a sector-wide approach can provide opportunities for the Government of Kosovo and development partners to move towards greater co-ordination and harmonization in the sector.

The sector wide approach to education development has been initiated to redress the problem of fragmented interventions. Inherent in this approach is the pooling together of resources (human, financial and materials) through the involvement of all key stakeholders in education planning, implementation, and monitoring and evaluation.

The sector wide development approach, however, has required a new relationship between the government and development partners. The essence of the sector-wide approach adopted in the Road Map for the Education Sector in Kosovo is to search for greater partnerships, collaboration between key stakeholders to improve the resource base for planning, implementing and monitoring the sector. To this end, Government of Kosovo and development partners were heavily involved in the conceptual planning of this strategy. The Road Map for the Education Sector in Kosovo laid out the following priorities to improve aid effectiveness, efficiency and co-ordination:

1. Improved strategic planning and base-line data;
2. Building a comprehensive Capacity Development Plan and improved Technical Assistance utilization;
3. Improved sector budget and financing of prioritized needs;
4. Improved performance of PFM systems and risk mitigation;
5. Improved development partner co-ordination;
6. Managing for results and monitoring of sector performance.

A number of aspects were also noted in the Road Map for the Education Sector in Kosovo to improve and move to a common and unified education strategy, as follows:

- The inclusion of strategies for early childhood or pre-school education and vocational training and key cross cutting issues for example, gender and minorities, human rights;
- Clearer priorities and scenarios, depending on the availability of resources;
- Inclusion of data, analysis and prioritization also of the recurrent budget estimates and outcomes in the strategies;
- Improved and clearer links to the macro-economic framework and sector ceilings in the MTEF;
- Improved education baseline data as a departure for the strategies.

Important strategic targets for the sector are related to development of improved curricula, improved quality and access following the development of a single and coherent strategy. These are already in the existing strategies but need further detailed planning.

1.7 Developing the Kosovo Education Strategic Plan 2011-2016

Kosovo Education Strategic Plan 2011-2016 represents a broad consensus derived from principles agreed with key stakeholders in the education sector. The goals, policy objectives and activities are those shared by the education community in Republic of Kosovo and have been derived through broad participation in discussions, workshops and through a process of iterative reviews.

The KESP (2011-2016) is an extensive undertaking that accepts *inclusion* and *life-long learning* as the basis of the whole education system as a right and obligation towards its citizens. KESP (2011-2016) builds on the Pre-university and Higher Education strategies and the Road Map for the Education Sector in Kosovo to improve the quality, inclusion and equity and decentralisation of management structures where the municipalities play a key role and a broadening of the financial base.

Ministry of Education, Science and Technology led the development of the strategy with analytical work and advisory support from international and local consultants. Key support studies were undertaken to provide comprehensive and updated information of the main issues of sub-sectors and current progress set against key indicators. Importantly, the studies identified key challenges and crosscutting issues relevant to each sub-sector. The Kosovo Education Strategic Plan is structured according to the key studies undertaken:

- Pre-school Education;
- Pre-university Education;
- Vocational Education and Training (VET);
- Higher Education (including update on National Research Programme);

- Teacher Development;
- Information and Communication Technology (ICT);
- Adult and Non-Formal Education;
- Social Inclusion through Education and Training.

The core features and programming of the strategy were developed in several consultative workshops with MEST, development partners and other key stakeholders. A number of small working groups were set-up based upon the identified sub-sectors. Members of the working groups included development partners and invitees of organizations from those working in the education sector such as teachers, teacher union and other key stakeholders who all participated in the workshops. The focus of the working groups was to review up-to-date sub-sector challenges, needs and to make proposals about prioritized future developments and their cost implications. The result of these workshops was an agreement on the broad outlines, challenges as well as on the objectives and strategies of each sub-sector. The workshops also provided a preliminary costing of both development efforts and their recurrent implications, and a prioritization related to different resource levels/scenarios.

1.8 Organisation of the Kosovo Education Strategic Plan 2011-2016

Kosovo Education Strategic Plan takes 2011 as a base line and provides a forward-looking strategy up to 2016. The Strategic Plan reflects the broad philosophical base of life-long learning adopted by MEST and is all encompassing. Following on from the Introduction, Chapter 2 sets out an overview of the policy context and Chapter 3 takes us through recent developments in the sector. Priority Outcomes are identified in Chapter 4 and Key sub-sector programme frameworks are developed in Chapter 5. The implementation and monitoring of the Strategy with key performance indicators are mapped out in Chapter 6 and Chapter 7, respectively. The cost implications and resource mobilisation are provided in Chapter 8. Mapping of on-going and planned external support of development partners to the education sub-sectors is developed in the Annex.

CHAPTER 2: OVERVIEW OF THE POLICY CONTEXT

2.1 Demographic and Economic Situation

The Republic of Kosovo is the newest state in Europe. It declared its independence on 17 February 2008. Of a total number of population in Republic of Kosovo estimated at 1.8-2.2 million⁶ ethnic Albanians comprise 88%, ethnic Serbs 7% and other ethnic groups 5% of the total population. Over 35% of the population is young - with the 0-18 age group and 50% of the population under the age of 25 and more than 75% are younger than 35 years.

Kosovo is one of the poorest countries in Europe with around 44 per cent living under the poverty line. It has one of the highest unemployment rates in South Eastern Europe. According to Public Employment Service (PES) data approximately 45.4% of the population are unemployed with approximately 345,000 persons registered with the Ministry of Labour and Social Welfare (MLSW). The economic situation affects all population and in particular youth, women, and children⁷.

The problem of unemployment in Kosovo is characterized by high rates among young people (for the age group 16-24), among women and very high levels of long-term unemployment and higher unemployment in rural than urban areas. Out of the total number of registered unemployed two thirds (approx. 230,000 jobseekers) are considered as un-skilled and out of the remaining one third, half (approx. 60,000 job seekers) are considered semi-skilled or with out-dated skills which means with major skill deficits and skill mismatches.

Severe economic problems are likely to persist in the short-term and the figures above are likely to increase in the near future with additional 20,000 new persons joining the ranks of unemployed every year. The MTEF (2011-2013) estimates that the number of young people entering the labour market each year is such that real economic growth must increase from the current 4.4% to at least 7% just to absorb these and contribute to the reduction of levels of unemployed. The largest employees are in the public civil sector and the newly emerging private SMEs. Local agricultural industry and farmers cannot compete with international products and being a mainly agricultural country, Kosovo still imports most of its food. The former public enterprises are going through the painful process of privatization, whereas the new private sector still cannot provide sufficient job opportunities. At the same time, the workforce does not have the skills needed for the local market and new trends in economy. This is consistent with the government's view that education and training needs to be among the priorities and developed to provide the skills needed by the labour market.

⁶ <http://esk.rks-gov.net/eng/index.php> and <https://www.cia.gov/library/publications/the-world-factbook/geos/kv.html>

⁷ Statistical Office of Kosovo, Labor Force Survey for 2009.

The school-age population continues to expand. Based on 2010 MEST Statistics, there are 444,029 students/children aged 0-18 in the Kosovo Pre-University system with approximately 90.0% are Albanian, 7.0% are Serbian, 1.3% are Bosnian, 1.1% are Ashkali, 0.3% are Roma, 0.7% are Turkish, 0.4% are Egyptian, 0.01% are Gorani.

2.2 National Goals & Policies and their Relation to the Strategic Plan

Education is a key priority of the Government of the Republic of Kosovo and one of the most dynamic sectors of Kosovo society. The national development imperative is to ensure universal access and that the poor and vulnerable groups and ethnic population have equal access to basic education, thus supporting opportunities for employment and participation in economic activities. The right to education is guaranteed for all by the *Constitution of Republic of Kosovo* (April 2008) and other applicable laws, where public institutions ensure equal opportunities for everyone in accordance with their abilities and needs. Inclusion of minorities is addressed in the *Strategy for the Integration of Roma, Ashkali, and Egyptian Communities in Kosovo* (2007).

Implementing the Ahtisaari plan envisaged approval of around 100 new laws and revision of several existing ones by the Assembly of the Republic of Kosovo, including also several laws relative to the education sector. In particular, the policy objectives are aimed at those children, youth and adults and particularly girls and women who have been denied access in the past for many different reasons and offer them renewed opportunity to participate in education.

The National Action Plan for Children with Special Educational Needs (2010-2015) has been developed and a new law on financial support for families with children with disabilities has been adopted. *The Strategic Plan for Inclusive Education for children with special educational needs in pre-university education in Kosovo (2010 – 2015)* has been developed (March 2010) that includes early identification and intervention to increase inclusion; providing and strengthening support mechanisms for inclusive and accessible schools; undertaking professional development of educational personnel; improving the physical infrastructure for inclusive schools and increasing awareness on inclusive education.

A series of complementary policies relate to improve participation in education at all levels and aim to provide universal pre-primary education starting with school year 2010 – 2011 and to create conditions for compulsory secondary education in the short to mid-term. Enrolment in these levels of education has already increased respectively (pre-primary and secondary) by around 10% of the total number of students in the last two years alone. But all this will need stronger relationships between formal education and employment. KESP addresses the need for stronger relations between education and employment through agreed targets and outcomes.

The education sector is intent on improving the quality of education that involves significant and challenging changes in implementing a competency-based school curriculum. The new *Kosovo Curriculum Framework (KCF)* focuses on learner-centeredness, competencies, integrated teaching and learning, flexibility, mobility and transparency. It sets out the vision for developing and implementing a learner-centred and competency-based curriculum in Kosovo integrating and reflecting the fundamental values and principles of human rights, living together, social justice and inclusiveness. The KCF also envisages curriculum solutions by considering students' needs and providing equal access and quality education to all.

The KCF also requires alignment with teacher education and training, assessment and school and classroom management. In this respect, teachers will need upgrading and training. A teacher licensing system has been developed to ensure more coherent professional and career development and is linked to the teacher performance evaluation practices and mechanisms that serve to improve quality of teaching and learning in classrooms. Every teacher in Kosovo must meet a minimum standard of four year bachelor's degree in education or relevant field in accordance with the new *Teacher Qualifications Framework*.

Legislation

A new *Law on Pre-University Education* will replace the 2002 Law on Pre-University Education. In addition to being aligned to the *Law on Education in Municipalities of the Republic of Kosovo*, the new Act will introduce innovations in the system including extension of compulsory education from age 5 to 18 (13 years), new requirements on teacher qualifications, new employment status of teachers and further devolution of responsibilities from municipalities to schools.

The Government of Kosovo is implementing major reforms in decentralisation of service delivery. The thirty-six municipalities now have a significant role in managing education and the principles of municipal funding and budgeting have been structured in line with the *Law on Local Government Funding (LGF)*. The *Law on Education in Municipalities of the Republic of Kosovo (Law No. 03/L-068)* was adopted in May 2008 and regulates the organization of public education institutions and the provision of public education at all levels and lays out the responsibilities and competencies of MEST and municipalities in education. Some of the provisions have not been implemented for example; education provision in the Serbian language continues to operate within the Education System of the Republic of Serbia⁸.

⁸ Under the Comprehensive Status settlement Proposal (Annex III) cooperation with relevant authorities of the Republic of Serbia may take place for (a) curriculum development and textbooks (b) financial support (Article 11) and (c) direct cooperation between decentralised municipal authorities and institutions of the Republic of Serbia (Article 10).

The *Law on National Qualifications* (November 2008) provides a legal foundation for the *Kosovo Qualifications Framework* regulated by the newly formed *National Qualifications Authority* (NQA). The admission in Higher Education is partly regulated with the *Law on Final Examinations and State Matura Examination* (Law 2008/ 03/L-018). This law obliges all higher education institutions to accept the achieved results during the secondary school (internal evaluation) and achieved results from the State Matura Exam (external evaluation). At the same time, the pre-university and higher education laws are being reviewed and will be aligned with the new legal framework. The Law on Pre-university education broadens the scope of compulsory education, whereas the Law on Higher education, among other provisions, aims to facilitate lawful and responsible development of the higher education provision by establishing, dynamic institutions that are comparable to other similar institutions in the European Higher Education Area.

Pre-school education is guided by the *Law on Pre-school Education* (2006), the *General Standards for Pre-school Education in Kosovo* for age 3-6 (2006) and the *Curriculum for Pre-school Education in Kosovo* for age 3-6 (2006) and inclusive education on the *Strategic Plan for the Organization of Inclusive Education in Kosovo 2010 – 2015*. A number of key documents, relevant for pre-school education will also be revised. Work is continuing on developing the *Standards for the Development and Learning in Early Childhood* (0-6 years) and also the *National Strategic Plan for the Prevention of Drop-outs* (2009-2014).

The *Law on Adult Education* (Law No. 02/L-24) was adopted in June 2005 with the purpose to establish an adult learning system for Kosovo. The aim of the Law is to promote life-long learning for all. The Law sets out a framework for adult learning provision, including compensatory learning and other education and training provision for adults not already regulated by the *Laws on Primary and Secondary Education, Higher Education and Vocational Education and Training*. The framework does not apply to adult learning provided under the statutory mandates of other governmental institutions as per Regulation 2001/19 (amended), or which otherwise takes place outside the education and training institutions regulated by this Law.

Life-long Learning

Life-long learning has the potential to improve the lives of all Kosovo citizens through providing opportunities for individuals to enhance their work skills and foster personal developments goals. During 2011-2016, MEST will focus its efforts on *life-long learning* by paying particular greater attention to the provision and distribution of non-formal and adult training programmes and courses. More significant and measurable results have been achieved in particular regarding mitigation of illiteracy among girls and women, also by investing in supporting this group in acquiring basic training and skills for their everyday life. The Government of the Republic of Kosovo, respectively the inter-ministerial

group for sustainable employment has developed the *Strategy for Development and Sustainable Employment (SEDPP)*. MEST has placed high priority on adult learning programmes and foresees to use budget support funds in organizing basic and professional training programmes for all Kosovo citizens with the purpose of developing human resources.

2.3 Vision and Goals of the Education Sector

This document provides a coherent Education Sector Strategic Plan, in as much it addresses the key issues at the time of preparation, where the education system will respond to the real needs of helping to build capacities in key education sub-sectors. As such, the Strategic Plan reaffirms the Government of Kosovo goal for a gender-responsive and inclusive sector reform and adopts supportive measures that address needs of the poorer groups and vulnerable groups and where both majority and minority communities will have equal access to education, thus supporting opportunities for employment and participation in economic activities, especially for women. KESP also has a focus on improved education governance by means of a much strengthened and committed education administration, from the centre and municipalities through capacity building for enhanced education service delivery.

The vision for education is to create an inclusive education system and to provide all citizens in Republic of Kosovo with equal access to quality education at all levels; a system which provides the people of Kosovo with life-long skills for an advanced knowledge integrated into European society and to contribute to the long term sustainable development of the country through job creation and enhanced social cohesion.

The Goals of the education sector seek to build on the strengths of the Kosovo citizens whilst acknowledging the challenges to achieve the vision:

1. To facilitate and promote the integral development of every individual;
2. To develop and encourage an education system which satisfies the requirements of Kosovo and its people through sustained life-long learning;
3. To establish, preserve and improve standards and relevance of all levels of education in Kosovo to European standards;
4. To make the benefits of all levels of education available as widely as possible to all people of Kosovo;
5. To promote science and technology for a modern society with special attention to ICT;
6. To promote inclusiveness in education and training that is accessible to the socially excluded persons, persons in poverty, persons with disabilities as well as to those who are educationally disadvantaged and marginalised and to improve educational opportunities for women and girls;

7. To promote social inclusion as an overarching concept which encompasses the full participation by all people, irrespectively of their social differences (such as gender, ethnicity, social class and disability), in economic, social and cultural life;
8. To ensure broad participation in the decision making of people that affects their lives and access to their fundamental rights.

2.4 Structure of the Education Sector in the Republic of Kosovo

A number of institutions provide formal education ranging from pre-schools, centres of competences to universities and colleagues. The education system encompasses pre-school education (children aged 0-3 and 4-5) and pre-primary grade 0 for children ages 5-6, pre-university education comprises children aged 6-18 attending one of the three education levels: primary school (children aged 6-11 in grades 1-5), lower secondary school (aged 11-15 in grades 6-9) and upper secondary school (aged 15-18 in grades 10-12/13). Compulsory education extends from primary grade 1 to grade 12 in upper secondary or children aged between 6 and 18 years of age⁹. Meaning compulsory education extends from 9 to 13 years of education leading on to vocational and higher education.

Pre-University education is the largest sub-sector within the education sector of the Republic of Kosovo and serves on daily basis almost 20% of the Kosovo population. Non-university tertiary education extends from 18 years upwards. The Government of Kosovo is currently planning to make upper secondary education and one year of pre-primary education compulsory. As a result of the development of a new curriculum for vocational education, the Government of Kosovo is also planning to amalgamate all vocational education programs into grades 10-12.

⁹ The Law on Pre-University puts compulsory education from Level 1 (ref Article 12.3)

CHAPTER 3: DEVELOPMENTS & INITIATIVES IN THE EDUCATION SECTOR

3.1 Overview of the Sub-Sector Achievements and Key Challenges¹⁰

New policies are being adopted and the Government of Kosovo is in the process of implementing teacher licensing, further strengthening of decentralization of education to the municipalities, free textbooks for children in compulsory education, elimination of the shifts in Kosovo schools, etc. Laws are being reviewed in line with new policies and by-laws are being passed for their implementation with over 20 administrative instructions issued only in the last three years.

As information and communication becomes more and more important in our daily lives and that of our communities, the role of the individual learner is essential and becomes more in focus. The Government of Kosovo is currently investing in information and communication technologies (ICTs) and planning the provision of E-learning as complementary to more conventional classroom learning. A policy framework will be required in which ICTs are used to tackle education problems. This is an area where significant investment needs to happen in training teachers and managers to increase their knowledge and change their behaviour; qualified technicians need to be made available and sufficient funding levels for equipment, software, maintenance and support. In addition, while ICT is an important part of the formal educational system, it can be just as powerful in non-formal education settings, creating the opportunity for life-long learning. In particular, engaging all sub-sectors and building ICT skills can create new opportunities for job opportunities whilst encouraging women to acquire these skills is a way to promote women's economic empowerment.

A new competency based curriculum is being developed that encourages 'learning to learn, problem solving, critical understanding and anticipatory learning' - these are only a few of the core skills and competencies needed to put life-long learning into practice supported by Information and Communication Technology. Gender-sensitive curricula that stress gender equality and challenge existing social and gender norms will be managed. This new learning context will need a different type of teacher and trainer. Teachers will need to learn new skills to keep up-to-date with new knowledge, pedagogical ideas and new technologies. As learning becomes more collaborative, so too must teachers' continuous professional development, which needs to promote professional support networks and learning organisations in the region.

¹⁰ Up-to-date information and data is derived from the commissioned sub-sector studies and other documentation including the Kosovo Public Expenditure Review May 5, 2010 and MTEF 2011-2013.

Widening the concept and practice of inclusive education to embrace the full diversity of youngsters who might be at a potential disadvantage in accessing and participating in education must take into account the range of different reasons for exclusion and discrimination and the diverse forms of segregation that involve different contexts, different histories and different factors to be addressed.

Inclusion of minorities

Ministry of Education, Science and Technology will continue to extend opportunities for all ethnic communities (minority communities and majority communities) living in Republic of Kosovo to have education in their mother tongue. Apart from the Albanian language, instruction is carried out in Serbian, Bosnian, and Turkish languages. School pedagogic documentation (the class-book, transcripts, main registry book of students, diplomas, and certificates) have been developed and published in community languages. Attention has been paid to the education of Roma, Ashkali, and Egyptian (RAE) communities through a range of awareness raising and stimulating measures, as well as development of curricula in Romani language with elements of their culture and history, as an optional subject.

An Independent Commission was established in 2009 to review the curricula and textbooks in the Serbian language with the purpose of integrating this community in the education system and will continue in parallel with the review of curricula and textbooks in the languages of other communities (Turkish and Bosnian)¹¹. With the support of OSCE Higher Commissioner for National Minorities (HCNM), a textbook is being developed for learning of Albanian as a second language by students of non-Albanian communities, and another textbook for civic and intercultural education, including also a pedagogic presentation of communities living in Kosovo.

Incentives for inclusion in other levels of education are being introduced. MEST is cooperating with the Ministry of Communities and Returns (MCR) and UNDP to award 70 scholarships for pre-university and 16 scholarships for university students coming from RAE communities. Sweden is supporting the opening of the International Business College positioned between North and South Mitrovica to provide quality services and skills for youth of all communities living in Kosovo.

Inclusion of children with disabilities and special educational needs in primary education

MEST is developing its *Strategic Plan for Inclusive Education for Children with Special Educational Needs in Pre-university Education in Kosovo (2010-2015)* and remains committed to increasing the level of inclusion of children with special education needs in mainstream education, in neighbouring schools.

¹¹ Independent Commission for the Review of Serbian language, curriculum and teaching materials.

The special schools though will provide education for children with severe or multiple disabilities. Currently there are seven special schools (five of these have been transformed into Resource Centres, providing support for children with special educational needs, that are studying in regular schools, and to their teachers and parents,) and 73 attached classes operating within mainstream schools.

The new role of Inclusive Education Teacher has been introduced to three mainstream schools, and these teachers are providing services for 40 students with special educational needs included in regular classes (2009). It is planned that the number of inclusive education teachers will increase in the near future, both in pre-school and primary education institutions. All schools that have been recently built or that are in the process of being built are tailored to also meet the needs of children with special educational needs.

The quality of care and education in early childhood education is constrained by the low number of qualified teachers. In terms of early childhood care and development, there continues to be a severe shortage of trained pre-school teachers. Strategies for securing access to out-of-reach children and out-of-school youth will be explored in accordance with the principles of inclusion.

Gender Issues

Gender disparities are pervasive throughout the system. Overall gender trends such as the gender parity index, enrolment ratios and percentage girls' enrolment figures suggest that the gender gap is gradually closing within the lower levels at schools. But the gender gap significantly widens in favour of boys as students move up the educational ladder. Improving gross enrolment, completion and closing the gender gap particularly at the middle and higher end of the education cycle will depend on improving educational quality, ensuring equitable and gender related resource distribution and ensuring that there are no reasons for poor parents to restrict their children from education.

The education of women, girls and children remains an issue that needs attention and includes increasing the number of children entering early childhood and primary schooling and increasing access to and retention at post-primary and post-secondary education particularly for girls and women. We need to encourage more girls and women to study non-traditional subjects and enter VET classes. Vocational training will offer viable options for girls unable to pursue higher education, and for women who lack formal education and will improve their economic status.

Widening the concept and practice of inclusive education to embrace the full diversity of youngsters who might be at a potential disadvantage in accessing and participating in education will need to take into account the range of different reasons for exclusion and discrimination and the diverse forms of segregation that involve different contexts, different histories and different factors to be addressed.

A particular issue of concern with respect to access to education is the role of Vocational Education and Training (VET) in enhancing social inclusion and cohesion. This is partly connected with the fragmented manner in which education policies are developed and implemented, as well as the fragmentation of teacher development for different levels of education or between different subjects.

The gender structure of teachers at pre-school and pre-primary levels is predominately female but female representation becomes much less as we move up the educational ladder. At the upper secondary level education female teachers gender parity levels have steadily risen since 2004 but still there are only 33% female teachers (2008/2009 figures). At the higher levels of education, notably at the University of Prishtina of the full-time professors there are barely 25 female post holders.

Over Crowded Schools

Many schools in Kosovo are still working in 2 shifts and in general, school buildings are not in good shape and require quality improvements to the classroom and learning environment. Recurrent costs are not often planned for resulting in poor maintenance of school facilities. This requires introducing a fully-fledged facility planning process in MEST and developing maintenance plans for all school facilities in Kosovo.

The implementation of the policies for compulsory pre-primary and upper secondary education will demand increased numbers of trained teachers, more learning materials and many more classrooms to meet current demand for enrolment in upper secondary schools and reduce the current level of 32.3 students per class on average in the Kosovo upper secondary schools (mainly located in urban areas) as compared to 23.3 students per class in primary and lower secondary schools.

Since 2008, Ministry of Education, Science and Technology has intensively started its activities for the improvement of school infrastructure by renovating and building annexes to existing school buildings and by constructing and furnishing new ones. During this period, MEST has managed to significantly improve the school infrastructure building 65 new school buildings with 58 of them being primary schools, 6 secondary schools and one music school. Most were located in urban areas and were intended to absorb students from the overcrowded facilities. As a result, the number of triple-and quadruple-shift schools fell from about 100 (ten per cent of the total) in 2007 to 58 (as of May 2009), only one of which was running on a quadruple-shift. In 2009, 41 basic schools were under construction and 11 triple-shift schools were receiving annexes with support from a development partner.

The Government of Kosovo intends to reduce double-shift schools during KESP period. All new schools consist of classrooms, laboratories, administration sections, multi-purpose area, access and facilities for children with special needs, and other needs. Thus, in order to increase participation in education, but also to eventually eliminate the need for shifts in Kosovo schools, more schools are planned to be

constructed, amounting to an increase of over ten per cent of the total school space in Kosovo in four years.

Curriculum and Learning Materials

A key priority for Ministry of Education, Science and Technology is to implement the new Kosovo Curriculum Framework (KCF). This is in compliance with the *Strategy for Development of Pre-university Education in Kosovo* (2007-2017). The revised Kosovo Curriculum Framework takes full account of developments in education since 2000, the current legislation in the field of education and of current global trends in education. A Provisional Steering Group was established in January 2010 with the mandate to create the Kosovo Agency for Curriculum, Standards and Assessment.

The Kosovo Curriculum Framework presents a vision for creating modern and high quality schools. The Framework will serve as the basis for the development of curricula for learning areas and for specific subjects starting from 2010 and onwards. The Kosovo Curriculum Framework is a regulatory document for the overall “Curriculum System” in Republic of Kosovo. It sets out:

- The common aims and objectives of the education system, and
- The specific features of different education levels.

It is the main reference document for:

- Development of curricula and syllabi,
- The development and use of learning resources, and
- The creation of Guidelines for pre- and in-service teacher training and support.

It will guide policy makers, curriculum writers, schools and education administrators in the process of design, organization, management and evaluation of school activities and effectiveness.

It adopts an approach based on competences and learning outcomes that will better equip students with appropriate skills and competencies for the labour and knowledge market in Kosovo. These approaches require sector-wide changes and reforms related to development of curricula, teacher education at university level, in-service training of teachers, managing of schools, development of materials, and assessment of student performance.

English Language Program

The program aims to address capacity building and teacher development in the sector of English Language Teaching and Learning. Its aims are to develop teachers’ knowledge and skills, and to provide

the training teachers need to obtain English language teaching qualifications recognized in the public sector.

Pre-school Education

Attendance in pre-school education has been shown to give children substantial advantages in their later education but it is acknowledged that parents and family have an important role in the child education process in particular. The early years of learning are critical for the development of the child. The Government of Kosovo is committed to the *Education for All* goals that specifically aims to: “*expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children*” by supporting an integrated approach which combines the process of education, schooling, children’s play and professional care. One-year pre-school is part of compulsory education under the new law while services for younger children consists more of a combination of nutrition/health/education areas. For 0-3 year olds, parental education is critical. It will require a clear definition of what the government aims to achieve for one year pre-school and day care for 0-3 and 3-5.

Given the importance of school readiness, it is critical to target 100% one-year pre-school enrolment than increasing pre-primary for younger children. However, there is an urgent need to enhance access to pre-school education especially in economically disadvantaged areas. The services for younger children will thus require a greater multi-sector approach with Ministry of Health (MoH) and Ministry of Labour and Social Welfare (MLSW).

The Government of Kosovo also recognizes the vital role that organised society should play in meeting the target set for pre-school education; therefore, a substantial part of the effort will be focused in promoting public purpose partnerships. We are also committed to support the work performed by the organizations and NGOs supporting early childhood activities and projects in the field. The beginning of the process of decentralisation will also add more opportunities for channelling this energy and accelerating the expansion of the pre-school network. Municipal development plans will be prepared to create synergies with the existing initiatives from private social agents.

Teachers’ Professional Development

A priority is to develop a sustainable system of comprehensive teacher training with particular attention to training of teacher trainers and in-service teacher training with a view to assure teacher competence to implement the Kosovo Curriculum Framework and to raise the standard of teaching in the related learning environment classroom. The process of teacher licensing began in September 2008 through an Administrative Instruction 16/2008, which aims to set standards of teaching, salary levels and enhance

career advancement through a credit system. It is based on pre-service qualifications to attract capable teachers into the system, and to motivate them for continuous professional development with the purpose of improving learning in Kosovo schools. This will lead to an increase in demand and need for teacher training notably in-service teacher training.

The system of licensing is also closely related to the teachers' salary system. In this respect, the State Council for Teacher Licensing (SCTL) has been established to develop policies and to oversee the process of teacher licensing and efforts have been focussed on teachers' professional development. In April 2010 two important bylaws were issued. The new Administrative Instruction 5/2010 on Teacher Licensing establishes a coherent system for licensing and career advancement of teachers based on qualifications, experience, professional development and performance, whereas the Administrative Instruction 4/2010 sets criteria for accreditation of in-service training providers and programs. Work is on-going to develop a professional system for evaluation of teachers' performance that will serve as a basis for their promotion and career progression. There is a need to re-design the program for pre-service teacher training according to the new requirement with Kosovo Curriculum Framework.

The SCTL has built a system of teacher professional development where every teacher is required to complete at least 100 hours of in-service teacher training every five years to obtain the skills required to retain their teacher licences. These skills are related to the implementation of curricula as well as other selective training. Further, the *European Computer Driving Licence* (ECDL) programme has been followed since 2009. The programme is a long-term commitment to provide all teachers' needs and improve their capacities to implement the government's goal for computerization of all schools by 2015.

It is planned that a complementary system of professional development, including continuous in-service training of teachers (to be made mandatory by the new draft law on pre-university education) and advancing of teachers' qualification to a Bachelor's degree will set the groundwork for implementing the new curricula and for improvements in classroom teaching and learning. The on-going teacher licensing system, the envisaged teacher performance assessments, in-service teacher qualification and the reform of university teacher education programmes aim at meeting relevant standards and at improving teachers performance.

Vocational Education and Training at Secondary Level

The Government of Kosovo acknowledges that a precondition for sustained improvement of quality and service delivery is the development of vocational education and training (VET). A *Council for Vocational Education and Training* (CVET) has been established and a *Framework and Action Plan* have been developed and a *Quality Assurance Framework* was drafted with the purpose of describing ways to monitor and evaluate quality assurance and ensuring quality performance of VET schools.

VET in Republic of Kosovo serves a high proportion (56 %) of the upper secondary student population. This is seen as an opportunity to increase relevance and impact of the sector in the lives of young people. Even though not adequately represented in the public budget, it has received over one third (38%) of the total development partner support in education. Current reforms involve improved access for VET, integrating the new modular curricular system for all streams and profiles in schools, providing more coherence between market needs and profiles and streams offered in VET schools. The development of the *National Qualifications Framework (NQF)* in compliance with the European Qualifications Framework as well as accrediting and licensing VET training programmes progressing. Management capacity is being enhanced at all levels of VET with the intention to build a systematic approach to training of VET teachers.

MEST in co-operation with development partners is currently implementing several school programmes that aim at increasing students' entrepreneurial knowledge and skills on market economy. A significant number of students have been given the opportunity to carry out the practical part of their schooling (in respective streams and profiles) in various production companies or in those offering services as a requirement of the modular curricula for implementing practical training. This co-operation is expected to increase further in the years to come.

A key challenge is that once schooling will be obligatory until 12th grade, there needs to be specific programmes or other possibilities created for students with disabilities and special educational needs to participate in education and continue their studies after 9th grade

Co-operation with development partners has meant large investments in the construction and transformation of six out of seven planned for VET Centres of Competence beginning 2009 – one in each of the seven regions. The centres of competence can be seen as the most prominent initiative to raise the attractiveness and prestige of VET and to articulate vocational training with the labour market on a sector basis. In this respect, the centres of competence can be decisive in exemplifying the critical reform features such as autonomy, multi-services, work-based learning and flexible pedagogical organisation. Success will largely depend both on the involvement of enterprises and their sector representatives and on building linkages with tertiary education.

The strategic goal of this investment is not only to establish self-financed quality institutions for education and training, but also to identify quality institutions from among existing vocational schools and support them in improving their quality through best practices offered by the Centres. Thus, promoting high quality VET at secondary (and later higher non-tertiary) education in streams and profiles based on the needs of the labour market in Kosovo and abroad is a key goal.

Currently there are three Centres of Competence functional, one in the construction phase to offer profiles in building and trade skills (Skenderaj), one offering economy and administration programmes (Malisheva) and agriculture at (Suhareka). For all of these Centres curricula have been developed and management staff and teachers are being trained. A total of seven centres will be established including; Nursing and Health Care in (Ferizaj), Trade and Economy (Prizren) and Forestry in (Peja) and in ICT in (Prishtina).

Adult and Non-formal Education

Due to years of instability, many adults have missed out on formal education. Kosovo is still at an initial phase of developing an adult education system and the provision of vocationally related training by private training providers is still unregulated. The current political and economic transition presents many new challenges for Kosovo to provide opportunities through knowledge and skills development to enable workers and employers to compete and adapt to the needs of the market economy. In addition, there is a need to strengthen the EMIS base for this sub-sector and further develop the Labour Market Information System (LMIS).

The challenge is to bring a systemic and coordinated approach to developing adult learning across relevant ministries and other partners. Currently, non-formal education is within the Vocational Education Division of MEST managing adult basic education programmes. Non-formal education as it relates to adult skills training for employment is largely the responsibility of the Ministry of Labour and Social Welfare (MLSW) and Ministry of Youth, Culture and Sports (MYCS). There are a number of private or non-statutory training providers such as `Don Bosko` training Centre, Women for Women International-Kosovo, Employment and Promotion Agency of Kosovo (EPAK) and MEST (supported by UNICEF) women's literacy programmes implemented in 19 women literacy centers throughout 19 municipalities of Republic of Kosovo. Over 3000 rural girls and women benefited from this program, which is equivalent with primary education level and certification of learners who complete the course is regulated with an administrative instruction issued by MEST. MEST and the MLSW, and MCYS, and other ministries and social partners will strengthen dialogue and work more closely in partnership to determine which options are possible for an integrated policy approach for provision of adult and non-formal education service.

There is a need to provide specific programmes for those over-aged (and disabled) persons, who have not been to school or have been enrolled only for some time, and who would need the certificate on obligatory education in order to be able to work and participate in the society.

The Ministry of Labour and Social Welfare (MLSW) has established eight vocational training centres (VTCs) in the seven regions plus one in North Mitrovica and five other mobile centres. The establishment of the VTC Network is the first serious measure in creating a structured government led system to

address the skills' development of a very large number of unemployed and unqualified adults. The training provided in the Training Centres is offered only to jobseekers registered with the Public Employment Service in the regional and municipal employment offices. People aged 16-25 years; women, minorities and persons with disabilities are given priority.

Vocational schools in Kosovo also act as adult education centres to meet the needs of youths sometimes called 'catch-up classes' and the adult education programmes for youth over 15 years of age (during 2008/09 programmes were organised in forty-four schools and more than 3000 trainees were certified). Compliance of these programmes with the labour market needs and the volume of this provision will grow starting from 2010.

Higher Education

The Government of Kosovo is committed to developing inclusive policies and to ensuring an adequate environment that promotes increased access to higher education ensuring that at least 35 per cent of the relevant age group (from 18 to 24 years of age) have access to higher education by 2015. The number of students enrolled for the first time in higher education increased significantly, to almost double (around 18,000 in 2009) compared to the number of students in 2008 (8,000).

However, increased enrolment requires efforts to safeguard and improve the quality of education. The number of students coming from minority communities has increased and a number places have been reserved for Albanian students from outside of administrative borders of the Republic of Kosovo. A challenge is to provide possibilities for students with disabilities and special educational needs to enter and to study in higher education.

In line with its commitment for a sustained increase of inclusion in higher education, the Government of the Republic of Kosovo has established the new public university "University of Prizren" and the first cohort of students were admitted in the academic year 2010/2011. Also, A College of Business and Public Administration studies has been established in Mitrovica to encourage inclusion by issuing degrees of European quality and by organizing instruction in the English language. Equality is promoted through a fund for scholarships based on students' social and economic situation that aims to also support participation of vulnerable communities.

Quality assurance is a key term in the *Strategy for Higher Education* and is seen as one of key pillars of the process of Bologna. In harmony with the provisions of the *Law on Higher Education* (LHE), the *Kosovo Accreditation Agency* (KAA) has been fully functional since 2008. *Private Higher Education Institutions* (PHEI) and the public University of Prishtina went through the process of evaluation and accreditation in a procedure run by the Kosovo Accreditation Agency.

The internal and external evaluation of higher education institutions was carried out in compliance with the standards and guidelines of the *European Association for Quality Assurance in Higher Education (ENQA)*. Administrative instructions on accreditation criteria and procedures of Higher Education Institutions and on criteria and procedures for accreditation of Professional Higher Education Institutions have been drafted and approved by MEST and KAA; both are in full compliance with the ENQA standards.

Policies for increased participation are also implemented at the university level by increasing enrolment in the public University of Prishtina and in accredited private institutions of higher education. The higher education student population has more than doubled in the last three years. In 2010 the new University of Prizren has begun to start operations by enrolling an additional 1500 students in the first year, but aiming to increase the admission quota in order to reach the number of 10,000 students by 2015. More than in any other sub-sector, European and international trends play an important role in higher education and science. Kosovo seeks to formally become part of the Process of Bologna, the European Higher Education Area, the European Research Area, and takes part in European and international exchange and other programmes like Tempus, CIP, FP7 and others.

Research

The Assembly of the Republic of Kosovo has approved the National Research Programme in 2010 developed by the National Research Council (NRC) that sets out the main research priorities for serving social and economic development of Republic of Kosovo. Research priorities were identified after a comprehensive consultation process that included all relevant local and international stakeholders and agents in the research sector, higher education and in economic cooperation. Initially, 33 fields were analysed and a list of 16 potential priority research fields was created. Further discussions resulted in the following five priorities:

1. Natural Resources, Energy and Environment
2. Agricultural Production and Food Safety
3. Medical Research
4. Social and Economic Studies
5. Linguistic, Cultural and Historic Studies

Apart from these, the field of Information and Communication Technology (ICT) is considered as a cross-cutting priority that will be integrated with the main priorities. But the relatively small number of current regional and international partnerships in research is an indicator of the difficulties that need to be dealt with by the National Research Programme.

The NRC position is that fields not included in the priority list should benefit from the government fund for scientific research programmes that will encourage scientific and research activities in these fields. The priority fields, on the other hand, should receive additional support from the government and the public and private sector in the country, since scientific research in these fields directly contributes to the economic development of the country.

Development of ICT in all levels of education

Aware of the immense opportunities offered by information technology for the exchange and flow of information and for knowledge acquisition, MEST and development partners have invested in developing ICT in education. A draft *e-Learning Strategy* (2010) has been developed that addresses the level of investments needed to build an adequate technologic infrastructure, ensure access to the global internet network, develop human capacities (primarily the teaching staff), build capacities to maintain the system and to define capacities for implementation of curricular and extracurricular contents and activities that will contribute to the life-long education and training of the Kosovo citizens.

Republic of Kosovo is committed to meeting EU standards set by e-SEE agenda to provide every pupil in schools ICT education through the provision of computers in schools. Current estimates place the computer to student ratio at 1:32 which is expected to improve to 1:17 by the end of December 2011 reaching approximately 460,000 students. MEST is actively building institutional capacities and human resources and gaining accreditation and licensing of curriculum together with hardware and software technology.

The challenges and risks are many. There is need for a strong change management process in existing institutions to develop a blended learning approach to education – for example logistical management (i.e. development, production and delivery schedules and operations)¹². There is a need for an education ICT strategy and an effective quality assurance system to ensure the development of appropriate, high quality materials produced in country and for strong student support systems (tuition, help desks etc.). A major programme design consideration will be how to ensure that students acquire the necessary practical experience that is required on some courses.

3.2 Current Interventions Supporting Education

Austria - is supporting and assisting the education system in Kosovo with an emphasis on higher education and research, but also on teacher training and teaching methodology.

¹² *Blended learning* brings together e-learning and conventional teaching and learning methods in an overall strategy.

European Commission - Current projects support higher education, teacher training and minority inclusion through the EU-Council of Europe Joint Project 'Inter- Culturalism and the Bologna Process' (IPA2007); IPA2008 projects are supporting the implementation of SWAp in Education with focus on capacity building, curriculum development and teacher training (EU SWAP IN EDUCATION); in-company training and entrepreneurship training (EU KOSVET VI), support to the National Qualifications Authority (NQA) and the implementation of the National Qualifications Framework (NQF) by EU KOSVET V; support to ICT in education, the implementation of the eLearning Strategy for Education and support to teacher training in ICT by the EU IT EDUCATION project, support to the research by the EU Research Capacity Development. EU support is planned through IPA2009 to teacher training development, the development of a sustainable system of comprehensive in-service teacher training as well as the training of school directors to improve management capacities at municipal, local and school levels. The EU is also supporting higher education in Kosovo through the TEMPUS and ERASMUS MUNDUS programmes. IPA funding is also provided to municipalities for school buildings development.

USAID - Small Infrastructure for Education in Kosovo (50% basic education, 50% secondary education) targeting basic and secondary sectors. Basic Life skills for youth and adults through this program USAID estimates to reach out to some 1200 youth and train them on job skills and entrepreneurship training, and 1,100 youth will gain on-the-job experience through private sector internships and apprenticeships. A major US development intervention in Kosovo education is the Basic Education Program that has started in October 2010 and mainly consist in support to the implementation of KCF, school management capacity building, assessment and evaluation and teacher development in basic education in Kosovo.

Luxembourg - Support to the MEST project of Centres of Competence - build, equip and train the new Centres of Competencies in Prizren and Ferizaj. Strengthening Vocational Training in Kosovo - contributing to the long-term reduction of poverty by providing fair and impartial access to quality training related to the employment market. Support to the VET Reform in Kosovo Builds, trains and equips VET centres, input at policy level.

Norway – Support to the Construction of Centres of Competencies in Skenderaj and Malisheva with education facilities and training.

Germany – German Federal Ministry for Economic Cooperation and Development (BMZ) through GTZ supports Vocational Education and Training (VET): Promotion of Vocational Education Centres in the Context of Vocational Education Reform in Kosovo, and the Establishment of Centres of Competence (CoCs) as important element of a demand-oriented VET system, aligned to EU regulations.

Basic Education Project contributes to improvement of quality of basic education in selected municipalities through consultancy services to MEST; capacity development for continuous in-service training of teachers; management, efficient governance and quality management of schools and the establishment of non-formal education and complementary measures to address early school leavers.

Finland - The emphasis of Finnish support is on inclusive education, focused on integration of children with disabilities, support for sign language materials, and also support to Youth centres in Mitrovica and Vushtrri.

The Netherlands - support different adult education projects, such as for vulnerable women as well as projects for children in selected municipalities, networking of universities in the region, introduction of a “Green Agenda”, and Mitrovica summer university academic courses. Support for the European College for Business Studies & Public Administration in Mitrovica to improve employability through study programs with a heavy focus on practice and skills as well as facilitate graduates to start their own enterprises.

The Swiss Agency for Development and Cooperation – support to the development of ICT and the implementation of the e-learning strategy for the education sector. Support to reforming of the VET system through supporting the transformation of the system into an efficient and responsive provider of skilled manpower.

SIDA – Through “Capacity Building and Education Reform Project” that was initiated as follow-up support to the development of the Education Sector Road Map and the development of a SWAp and continued support to developing the Kosovo Education Strategic Plan (KESP). Support for the European College for Business Studies & Public Administration Mitrovica to improve employability through study programs with a heavy focus on practice and skills as well as facilitate graduates to start their own enterprises; training civil servants in EU Integration as well as planned support to a Centre of Competence in Forestry in Peja.

Denmark - VET Agriculture 2008-2012 and promoting employment through a Business and Skills Development programme.

The World Bank - through the Institutional Development for Education Project (IDEP) provides technical assistance to MEST for review of education laws and the development of plans for systematic activities related to developing the legal framework for education. IDEP also supports School Development Grants (SDG) for schools to build their capacities to prepare and manage a development plan and project proposal to improve the quality of education. It supports the development of teacher licensing system, including teacher training and teacher professional development, improving assessment instruments,

curriculum reforms and school-based financial management. The World Bank also has plans to support Kosovo's employment. The Project also supports the development of EMIS, school mapping and school building standards. The World Bank also supports Kosovo's Employment Strategy through budget support where education constitutes a critical segment.

European Training Foundation (ETF) - provides analytical work and policy advice to Kosovo education and training stakeholders and assists European Commission programming and project cycles. It supports capacity development for different policy makers, practitioners, VET school principals, teachers, NGOs and researchers and funds their participation to Western Balkans and Turkey Regional Cooperation, EU and other international mutual and peer learning activities through a blend of interventions designed on a country or multi-country basis. It draws on EU developments in education and training and their links to employment, social inclusion, enterprise development and competitiveness and encourages Kosovo stakeholders to reflect on the developments of their systems in this light. It supports Kosovo to establish close links with the Economic and Social Committee (EESC), the Committee of the Regions and European social partner organisations to promote more efficient schemes for vocational training.

Turkey provides scholarships to students for academic studies in Turkey, mobility programme for academic staff from Turkey to assist the University of Prishtina and renovation of buildings for the University of Prizren.

UNICEF supports to the curriculum development process, inclusive education and provides resources for a "violence in school" project, special support towards RAE and minority education.

OSCE – provides support for teacher training in the Bosnian and other minority languages, for a career guidance centre in Mitrovica, and for fellowship programmes for the Faculty of Education of University of Prishtina.

Table 3.1: Overview of Development Partner Support (amounts in €)

Development partner country	Number of projects	Total amount	% of total amount	Annual amount ¹³	% of annual total
Austria	8	6 433 300	4%	1 611 433	3%
Croatia (up-coming)	1		?	?	?
Denmark	1	4 000 000	2%	1 000 000	2%
European Commission	25	36 924 364	21%	14 992 608	26%
Finland	4	1 174 866	1%	577 997	1%
France	5	103 150	0%	82 909	0,1%
Germany	3	12 215 000	7%	3 690 714	6%
Italy	4	1 238 209	1%	610 005	1%
Japan	2	7 000 000	4%	2 800 000	5%
Luxemburg	4	18 570 200	11%	5 503 322	9%
Norway	7	19 481 978	11%	8 757 402	15%
OSCE	5	286 210	0%	286 210	0%
Sweden	5	5 471 079	3%	1 973 848	3%
Switzerland	9	5 962 793	3%	2 516 437	4%
The Netherlands	5	2 542 805	1%	684 990	1%
Turkey	3	1 410 000	1%	780 000	1%
UNICEF	5	1 373 246	1%	525 035	1%
USA	9	43 514 351	25%	10 356 993	18%
World Bank	2	7 296 154	4%	1 459 231	3%
Grand Total	107	174 997 704	100%	58 209 133	100%

3.3 Base-line Statistics

Total enrolment is approximately 478,000 students in the public education system as a whole for 2009/2010 academic year, 73% at the pre-primary and basic (grades 0-9) level and including 37,808 registered at the University of Prishtina. Enrolment rates at the basic level are close to universal with few gender and geographical disparities for the majority population. There are 576 main basic schools (grades 0-9) and 445 satellite schools (2008/2009).

¹³ This annual amount is not necessarily a reflection of funds available each year, as some of the projects only start after 2010, and some before that year. A figure of funds available each of the next five years is given in table 8.5 where the total budgeted amount for 2010 is 45,0 million €. It should also be noted that large shares of these amounts are paid for TAs directly by donors in their respective countries. Another aspect is that Co-funding from Kosovo is included in the above amounts to the extent it has been conditional and possible to trace.

Up-to-date Net Enrolment Rate (NER) is not readily available but 2005/2006 rates for upper secondary level, particularly for girls have been calculated. Net enrolments fall off after the lower secondary level, particularly for girls and poor children of both sexes and secondary enrolment rates were amongst the lowest in the region at around 67 per cent for girls and 81 per cent for boys during 2005/2006.¹⁴ Main basic schools can have 1-5 associated satellite schools under their management. Upper secondary schools currently consist of 44 gymnasium (general education) and 65 vocational schools. Base line data is shown in Table 3.2.

Table 3.2: Basic education statistics (Source EMIS data: MEST)

Enrolment by Level	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
Pre-school	5,904	5,108	5,051	4,830	5,091	5,066
Female	48.6%	50.4%	48.8%	44.9%	45.9%	46.1%
Pre-primary	17,596	20,750	21,089	19,716	19,674	19,589
Female	47.6%	48.0%	48.4%	51.0%	47.2%	50.1%
Primary, lower secondary	327,207	322,180	324,618	326,911	322,975	311,744
Female	47.8%	48.0%	48.1%	48.2%	47.6%	47.9%
Upper secondary & VET	60,760	74,781	88,691	90,207	96,172	104,053 VET=45,065
Female	44.2%	43.0%	43.5%	44.3%	45.0%	44.5%
University of Prishtina					31,875	37,808
University of Mitrovica					9,000	~10,000
Private tertiary					~19,000	~20,000
Teachers by Level	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
Pre-school, pre-primary	527	494	504	493	521	493
Female	100%	99.8%	99.9%	99.0%	99.8%	99.8%
Primary, lower secondary	17,009	16,999	16,994	17,121	17,615	17,846
Female	39.4%	40.0%	41.4%	43.4%	45.2%	46.6%
Student/teacher ratio						18.1
Upper secondary	5,126	4,205	4,662	4,796	4,789	5,671
Female	25.2%	29.1%	30.3%	31.3%	32.6%	

¹⁴ Figures are from the Kosovo Public Expenditure Review May 5, 2010.

Number of Schools	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
Main	611	655	659	660	672	
Pre-schools				38	40	
Primary, low secondary				542	547	576
Upper secondary				80	85	108
Satellite	474	454	458	445	445	
Primary, low secondary				417	422	
Upper secondary				28	23	
Special schools						7
Number of students						421
Female						36.3%
Number in Attached classes						526
Female						38.%

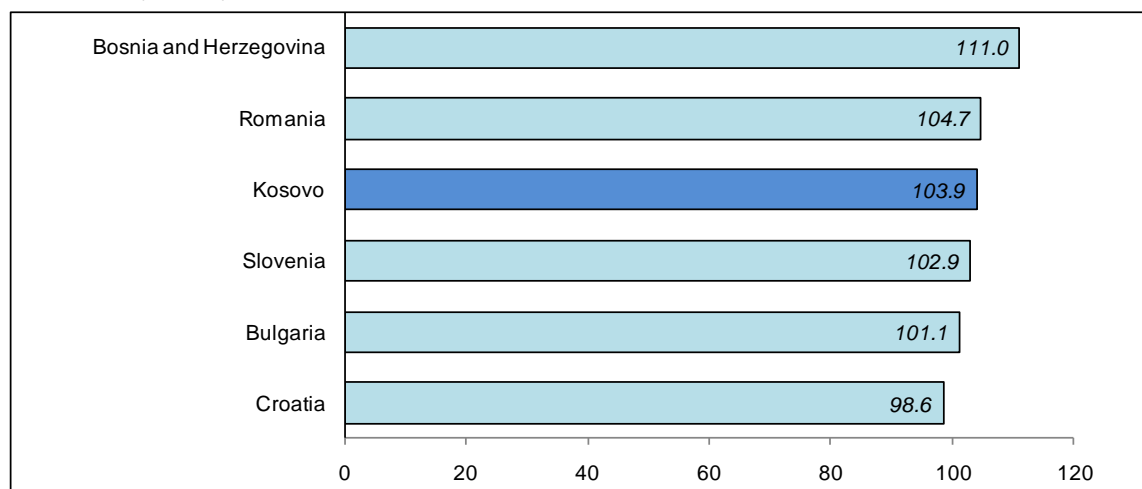
It is difficult to calculate values for net enrolment rates (NER) and gross enrolment rates (GER) because of the absence of a national census with population figures but in the future these rates should form part of the indicator system.

Gross Enrolment Ratio (GER) – Primary Education 103.9 %

Enrolment in Primary Education 176 469

Eligible official school-age population corresponding to the level of education 169 887

Chart 2. Regional comparison of Gross Enrolment Ratio in Primary Education, 2007 and Kosovo, 2008/09 ¹⁵



¹⁵ Ministry of Education, Science and Technology. *Kosovo Education in Figures 2008/09*

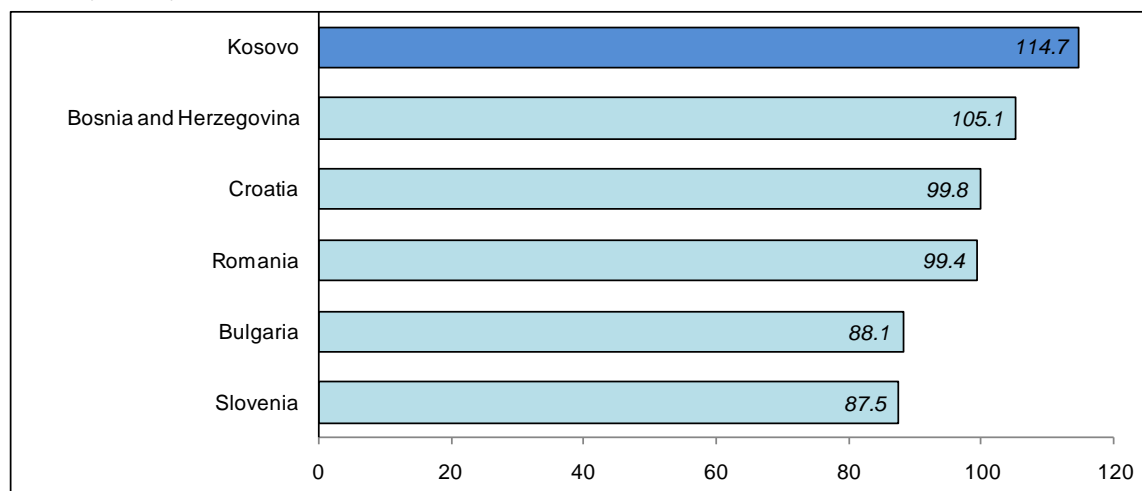
Gross enrolment rate (GER) in lower secondary education..... 114.7 %

Students enrolled in primary and lower secondary education 145,955

Population of the age-group that officially corresponds with education level 127,205

The Increased gross enrolment rate in lower secondary education is a result of large population movement, as many students have returned from abroad¹⁶; enrolment of children of age 6 and 7 in the first grade in school year 2002-2003 (as a result of reforms in education: official age of children enrolment in the first grade of the lower primary education has changed from 7 to 6 years of age).

Chart 3. Regional comparison of Gross Enrolment Ratio in Lower Secondary Education, 2007 and Kosovo, 2008/09¹⁷



¹⁶ One of the other reasons that gross enrolment rate is high (114.7 %), may also be high level of migration in 1998 (about 15%) and 1999 (about 9.6%), according to the data provided by the Statistical Office of Kosovo and calculated by UNESCO

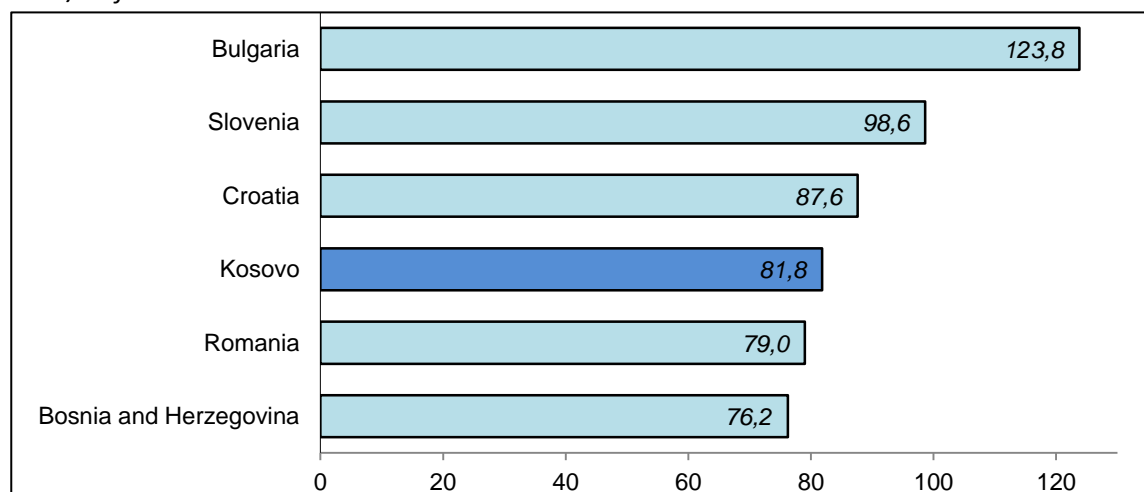
¹⁷ Ministry of Education, Science and Technology. *Kosovo Education in Figures 2008/09*

Gross Enrolment Rate (GER) – Higher Secondary Education.....81.8 %

Enrolment in Higher Secondary Education.....82 565

Eligible official school-age population corresponding to the level of education.....100 972

Chart 4. Regional comparison of Gross Enrolment Ratio in Upper Secondary Education, 2007
2008/09 for Kosovo¹⁸



The data on Serbian education in the Republic of Kosovo are not collected or published by the statistical office of Kosovo and neither by the statistical office in Serbia. Sources in the Ministry of Education, Belgrade state that there are 80 Serbian education facilities in Kosovo having 1,054 classrooms. Serbs make up 7 per cent of the population that would give an estimate of approximately 30,000 students in the pre-university system. The University of Mitrovica is projected to have approximately 10,000 students (750 teachers and 350 administrative staff members)

¹⁸ Ministry of Education, Science and Technology. *Kosovo Education in Figures 2008/09*

CHAPTER 4: POLICY FRAMEWORK AND PRIORITIES IN THE EDUCATION SECTOR (2011-2016)

4. 1 Strategic Plan Programme Overview

The Kosovo Education Strategic Plan (KESP) 2011-2016 links life-long learning principles and the implications for an inclusive education and learning model that includes all children, youth and adults, both as learners and as educators. At the same time, all actors: the government and municipalities; civil society; the private sector and development partners gain new roles and responsibilities in the new and more coherent framework set up by the sector strategy.

KESP 2011-2016 provides a budget framework and indicative financing plan for 2011-2016. To finance the developments suggested in this strategic plan as well as the emanating recurrent cost implications in full would require a mobilization of resources from a number of sources. The total resources needed are estimated are at 480 million € over the six year period. A financing gap exists which will require robust planning efforts both by Government of Kosovo and development partners to bridge if fully implemented. The outcome will depend on the willingness of external partners to support Kosovo, the development of the economy and tax effort as well as the possibilities to raise user fees. Allocations are foreseen in the MTEF to the level of 133.2 million € for capital investments at the centre and 16 million € at the municipal level over the period 2010-2013. Adding two more years of the same level of investments would bring the total to 200 Million € for 2011-2016.

4.2 Critical Sector Priorities

The sector is committed to improving the performance of the education system through changes to and modernisation of the curriculum, teaching and learning and assessment. Continuing efforts will be made in enhancing quality in the system through systematic attention to the curriculum and intensive teacher development. Reducing the number of shifts through a continued programme of school classroom building will continue to address access and quality issues. In line with current economic and social developments, key priorities also recognise the importance of expansion of upper secondary education and support to technical and vocational skills and higher education as a means of addressing the pressing economic development goals. An on-going theme of government is a clear perspective of EU membership and thus an education system that meets European and international standards. Increasing the opportunities for girls and women, children and students with special educational needs and those from minority groups are also key sector priorities.

The emphasis of priority areas is not only concerned with education and students but also on a more efficient and better functioning, responsive and accountable management system. Central to this is the need for a responsive central and municipal level of government that can respond and react to the reforms and initiatives. Thus, in addition to education priorities the strategy also targets capacity building measures that will strengthen central and municipality management ability to respond to the needs of the education system.

The strategic priorities, issues and constraints KESP addresses include:

- Developing and supporting an inclusive system of education enabling equitable access to quality and diversified education;
- Developing and supporting a system of pre-school education that encourages improved access and networking of public and private initiatives;
- Reducing the number of shifts in schools by eliminating shift schools, mostly located in the urban areas by building new primary and secondary schools;
- Develop quality education standards;
- Developing and expanding upper secondary schooling;
- Improving the quality of teaching and learning with learning outcomes more closely aligned to employment;
- Restructuring of secondary education and promoting vocational education and training; and the building of vertical and horizontal pathways across the different education sectors and levels;
- Developing Centres of Competence (CoCs) and links with other VET providers;
- Closer alignment between education and employment including the development of tertiary vocational education and training in response to labour market demand;
- Improving the quality of higher education by ensuring quality control, application of European standards and a review of academic structures organization;
- Expanding provision of higher education and the establishment of new higher education institutions;
- Establishing higher education research institutions within higher education institutions to relate better to the needs of the economy and society;
- Developing information technology (ICT) in all levels of education;
- Declaring development of human resources a national priority and creating a life-long learning culture.

4.3 Overview of Sub-Sector Programme Objectives

The Kosovo Education Strategic Plan (KESP) 2011-2016 has been divided into eight programme areas for which specific outputs and indicators have been developed. These eight programme areas are as follows:

- **Pre-school Education (PSE) & Pre-primary Education (PPE):** To develop a system of inclusion for all pre-school and pre-primary children in quality, inclusive and non-discriminatory education;
- **Pre-university Education (PUE):** To develop inclusive, equitable and quality and effectively managed pre-university education that will increase access, retention and encourage life-long learning;
- **Vocational Education and Training (VET):** To improve access to and the quality and relevance of VET and improvement in its coordination and relevance to the labour market. To strengthen the institutional and management capacity of the VET system and the establishment of a sound financial basis for its long-term development and sustainability. To increase opportunities for training of early school leavers, upper secondary school students and school leavers and adults, in order to enhance employment, especially for women and enhance prospects of self-employment together with developing the Centres of Competence are a key to this approach;
- **Teacher Education (TE):** To put in place an effective and sustainable teacher development system to improve quality of education. This strategic goal aims to carry Kosovo sub-sector for teacher development from its emergency phase to a development phase to become compatible with similar trends in the region and in European countries;
- **Higher Education (HE):** To develop quality academic and professional higher and tertiary education and research supporting social and economic development;
- **Adult Education & Training (AET):** To develop a sustainable and quality system for continuous education and training of adults that ensures equitable access to demand driven quality education that meets individual, social and needs of the Kosovo economy by contributing to the development of life-long learning;
- **Information and Communication Technology (ICT):** To support and enhance the learning process of all by effectively integrating ICT and strengthening and adapting the use of ICT in the

education sector to enhance inclusion and equity goals and with appropriate attention given to curriculum and education development.

- **Capacity Building** for MEST and central agencies (CB): To strengthen MEST and the central agencies capacity in the sector in the transition to their new role to co-ordinate planning, and to oversee, support and monitor development efforts in the education sector in accordance with KESP 2011-2016.

4.4 Overview of Cross-cutting Issues and Linkages

Kosovo Education Strategic Plan (KESP) 2011-2016 makes a strong commitment to a pro-poor, gender-responsive and inclusive policy-led education sector. Equitable access and quality improvement takes priority under the long-life learning framework in KESP and takes into account relevant poverty, disabled, displaced and minority groups, gender and minority community issues and considerations in planning.

Representation of minority communities and religious minorities, persons with disabilities, displaced persons will be encouraged amongst the decision makers in the future planning process. This will, wherever possible, also include attention to budgetary allocations for the education sector paying particular attention to gender policy interventions specifically mentioned in the strategic plan and in sums which make it possible to fully implement the policy commitments. The Government of Kosovo recognises that gender interventions ensure that both girls and boys benefit equally and furthermore, that such interventions are invariably critical, or even a pre-requisite, for achieving gains through gender policy interventions.

The strategic priority of inclusiveness and to improve equity will be addressed in part, by considering geographic, socio-economic and cultural barriers, especially to girl's education. Consideration will be for support to subsidies and incentives for girls from poorer families and supportive action to improve gender parity especially as they move up the education ladder.

Students from rural areas of the country, minority groups and students with disabilities are some of the most challenged from the aspect of inclusion and equality in education. Rural facilities will need to be adapted to serve the growing demand for pre-school education by improvements in transportation to and from rural areas, by providing non-formal parental education programmes and thus ensure children's development and increase school readiness opportunities. Equitable expansion of access to upper secondary education will also require the provision of dependable transportation services. Accessibility to school buildings and higher education institutions for persons with disabilities will need to be assured.

MEST will take steps to enhance competence through the capacity building programme amongst all involved decision makers regarding inclusiveness, gender, gender bias, gender stereotypes and, gender analysis. This will be addressed at an early stage, to ensure that all decision makers understand the benefits (economic, democratic and in regard of safe guarding a peaceful and stable political situation in Kosovo) of addressing such issues.

KESP will also emphasise equitable representation of all social groups including minority groups across all levels of the national education system. To achieve this, the first KESP Annual Implementation Plan 2011 will be underpinned by pro-poor and gender considered education financing strategies and consideration for minority groups. KESP will manage this by emphasising wherever appropriate an approach that fosters improved:

- Equitable investment in public/private financing partnerships including regulated cost-sharing;
- Equitable access policies by reducing cost barriers wherever possible;
- Quality assurance policies by securing sustainable financing of key quality inputs (textbooks and better qualified teachers) and attention to school development plans and school performance measures;
- Education service efficiency through education staff/teacher supply and demand planning and budgeting against well regulated staffing norms;
- Aid-effectiveness through use of KESP policy and strategic priorities as a basis for determining external development assistance.

Thus, wherever appropriate, the Strategy adopts supportive measures that address disadvantages for some in access and participation. Specific details are included in the sub-sector programmes.

4.5 Financial Summary

The development of a financial plan for KESP will enable the Government of Kosovo and development partners to identify financing gaps where development assistance could be used efficiently for implementing Government policy in support of adequate funding for the sector. The financing framework of KESP 2011-2016 is based on an analysis of recurrent and development costs. Cost estimates are based on unit prices and levels of resource needs agreed by the working groups in planning KESP. Table 4.1 provides an overview of projected development costs and recurrent costs for the education sector during the KESP period and for the additional recurrent or operational costs envisaged - for 2016 and beyond.

Table 4.1: Overview of projected costs for the education sector by 2016 and beyond

Sub-sector	2011-2016 Development Cost	2011-2016 Recurrent Costs	2011-2016 Total Additional Cost	Annually Needed added recurrent costs >2016
1. Pre-University	140,037,324	102,826,480	242,863,804	22,399,150
2. Pre-school	3,142,050	13,461,285	16,603,335	2,722,420
3. Vocational training	20,140,950	14,200,360	34,341,310	4,298,350
4. Teacher Professional Development	2,913,310	7,770,900	10,684,210	1,501,410
5. Higher Education	28,211,300	68,102,300	96,313,600	20,193,900
6. Adult Education	2,723,900	2,384,050	5,107,950	569,590
7. ICT	43,244,700	29,768,800	73,013,500	5,976,800
8. Capacity Building	1 477 233	20 000	1 497 233	20 000
Total	241 890 767	238 534 175	480 424 942	57 681 620

CHAPTER 5: STRATEGIC PROGRAMME FRAMEWORK

The Government of the Republic of Kosovo is committed to upholding the rights of every person to education under a life-long learning paradigm, regardless of gender, age, religion, ethnicity or disability. Throughout the Kosovo Education Strategic Plan (KESP) 2011-2016 the objectives and guiding principles are mapped out in seven sub-sectors as follows:

5.1. Pre-school education (PSE) and Pre-primary education (PPE)

5.2. Pre-university Education (PUE)

5.3. Vocational Education and Training (VET)

5.4. Higher Education (HE)

5.5. Teacher Education (TE)

5.6. Adult Education & Training (AET)

5.7. Information & Communication Technology (ICT)

The strategic framework outlines clear linkages with the key focus areas and goals for each of the sub-sector strategies and activities. Estimates of the costs of each of the strategies have been drafted and priorities decided in a number of national workshops. Key areas addressed in each of the sub-sector programmes (alphabetic order) are shown in Table 5.1 where issues are linked to a strategic objective.

Table 5.1: Key areas addressed in each of the sub-sector programmes

Key sub-sector issues addressed in each programme	Strategic Objectives
Access & equity	PSE7; PSE2; PSE1; HE2; HE3;
Advisory services	PUE5;
Capacity building & management improved	PSE5; PUE1; VET8; TE3; HE6; AE2; PUE4;
Centres of Competence	PUE10; VET 3
Child friendly environment	PSE1; PSE2; PU10
Cost sharing and recovery	HE5;
Career Guidance & Counselling	VET1; PUE5; AET 1
Curriculum, textbooks & learning materials	PSE3; PUE6; PUE12; VET6
Disadvantaged groups & minorities	PSE1; PSE2; PUE8; VET 6
EMIS database & baseline	VET7; TE4; HE8; AET 2
Employment & Labour Market	VET1; VET4; VET7; HE4;
Environment improvement	PU11; PSE1
Financial autonomy & income generation	VET2; HE7; AE6;
Inclusion	PSE1; PSE2; PSE3; PUE8; PUE9; HE1; HE2; HE3;
Infrastructure	PUE11; HE 6 & 10; ICT1; PSE 2
Laws & Regulations	HE1; TE1; PUE2; HE3; AET1; PSE4; PUE2
Leadership & Management	PSE5; PUE3; TE2; TE7; AE3; ICT2;
Monitoring, evaluation	All
Networking	PUE9; VET4;
National Qualifications Framework (NQF)	VET8; TE6;
Partnerships	AES1
Quality Assurance	PSE4; PUE4; VET4; PSE3; PUE12;
Regional & international cooperation	TE10; HE9;
Research & Science	TE13; HE6; HE8; AET3;
School based professional development	TE8; ICT3;
Schools Inspection & professional advisory services	TE2; PUE4;
Standards of Competency	VET5; VET6; ICT2;
Teacher Licensing	PUE7; TE1; TE7;
Teacher training/professional development/INSET	PSE3; PSE6; VET4; TE5; TE11; TE12; VET3

5.1 Pre-School Education (PSE) & Pre-Primary Education (PPE)

Republic of Kosovo has developed an integrated approach to pre-school education, which combines the process of education, schooling, children's play and professional care. The early years of learning are critical for the development of the child. However, there is an urgent need to enhance access to pre-school education especially in economically disadvantaged and educationally deprived areas. Pre-school education caters for the 1-5 year olds whilst pre-primary caters for the 5-6 age group.

One-year pre-school is part of compulsory education under the new law while services for younger children consists more of a combination of nutrition/health/education areas. For 0-3 year olds, parental education is critical. It will require a clear definition of what the government aims to achieve for one year pre-school and day care for 0-3 and 3-5. Given the importance of school readiness for all, it is critical to target 100 per cent one-year pre-school enrolment than increasing pre-primary for younger children. The services for younger children will require a greater multi-sector approach with Ministries of Health and of Labour and Social Welfare.

Pre-school education in Republic of Kosovo is currently organised as follows:

- In public pre-school institutions (Kindergarten including children of 1-3 years of age and kindergartens, education groups, including children of 3 - 6 years of age);
- In private pre-school institutions (Kindergarten, including children from birth to 5-6 years of age);
- In pre-primary classes (Children of 5-6 years of age, mainly in pre-primary classes in schools);
- In community based centres;
- Services are mainly financed through user fees from parents and many institutions are private;
- Pre-school education is a municipal responsibility.

Challenges

Some of the key challenges faced by the pre-school education are:

- **Increasing the levels of inclusion of children in pre-school and primary education** - Even though there has been an increase in the number of children included in pre-school education over the last few years, Kosovo has the lowest inclusion rate.
- **Increasing access and inclusion of children with special educational needs and disabilities.**

- **Providing central budget funding for pre-school education** - Local education authorities fund public pre-school institutions. It is concluded that providing central budget funding through the education grants formula would increase their operational capacity. Currently there is a heavy burden on parental fees.
- **Upgrading staff who work with children of age 0-3** – Most of the staff working with children aged 9 months/3 years have a medical background with secondary education, and have very little or no education training. This is closely related to the quality of services provided.
- **Developing a curriculum for the age group 0-3** - The development of a curriculum for the age group 0-3 would provide guidance and support early childhood development and at the same time with relevant schooling and complement and guide efforts to upgrade nurse-educators who work in pre-school institutions.
- **Regulating and licensing private pre-school institutions** - Kosovo still does not have provisions to regulate the operation of private pre-school institutions.
- **Focusing on developmental areas rather than on academic content in pre-primary education** - Educators who work with pre-primary and pre-school classes are increasingly focusing on working with children on academic areas and not enough on key children holistic development issues.
- **Developing national instruments for determining the quality of pre-school education and the readiness of children for school** - There is a need to design instruments to evaluate the level of readiness of children for entry into schools, and which would directly impact on the quality at this level.
- **Professional development of pre-school educators** - The majority of educators require professional training in pre-school institutions.
- **Increase numbers of pre-school educators** – There are very few trained educators in the sub-sector and an over-representation of men.
- **Increasing the number of institution for inclusion of children at the pre-school level in several larger towns in Kosovo** - The concentration of the population in larger towns and the increased awareness of parents on the importance of pre-school education has resulted in a mismatch between supply and demand.

- **Provide flexibility in financing pre-school education by the Government** - This is related both to central and municipal budgets for public institutions, and to the creation of possibilities for co-financing or other form of support of private institutions.

Overall Objective

The overall objective of pre-school education is to provide inclusive and equitable access for all children to quality, non-discriminating education up to the age of 6 by 2016 through increasing the capacity of the physical infrastructure and by improved awareness campaigns and by enhancing curriculum and learning materials and initiating a programme for professional development for educators and staff.

It is foreseen that all children of age 5-6 be included in pre-primary education by 2016 and that 35 per cent of children of age 0-5 be included in various forms of pre-school education. Mainstreaming gender in the creation of opportunities in pre-school education will apply and where resources exist, we will achieve this by creating sufficient places in pre-school institutions. At the same time, parents and communities will need to be made aware of the importance of education in early childhood, through continued campaigns, seminars, trainings, and other activities. The responsibility of MEST and municipalities will be to establish solid grounds for managing this programme.

Priorities

- Increase participation levels of children in pre-primary education.
- Develop professional capacity of educators of early childhood 0-6 years.
- Develop further programmes for the management of early childhood development (0-6 years).
- Develop the curriculum for 0-3 years and review of the curriculum for 3-6 in the light of SDLEC.
- Increase participation levels of children in pre-school education.
- Finalise and publish the Early Learning and Development Standards (ELDS) in Childhood 0-6 years.
- Make pre-primary education obligatory from the academic year 2011.
- Establish awareness raising activities.
- Develop further government and private partnerships in support of pre-school and pre-primary education.
- Develop guidelines for greater involvement and inclusion of the family in improvement, evaluation of programmes.

Cross - cutting Issues and Linkages

As a rough indicator the *Gender Parity Index* for pre-school and pre-primary sub-sector averages 0.95 which indicates that there are about 4-6% more boys enrolled than girls¹⁹. Key areas of proposed intervention will be to ensure that both boys and girls gain greater access to this sub-sector and to increase the number of children enrolled in pre-school education. Recruitment of new educators needs to reflect broader representation of men in that currently nearly all educators working in pre-school and pre-primary institutions are women (99%).

In the current development of a curriculum for the age group 0-3 we will ensure gender screening so that gender stereotypes and gender-discriminatory practices are not emphasised. In addition we will undertake gender screening of the General Standards for Pre-school Education in Kosovo for age 3-6 (2006) and the Curriculum for Pre-school Education in Kosovo for age 3-6 (2006) and review where ever appropriate.

The enrolment rates for children from minority background have slowly been increasing since 2006 levels but still remain very low. Children of communities continue to be at the low level of inclusion in pre-school institutions. During 2008-2009 only 316 out of 5,091 children enrolled in pre-schools (6.2%) were from minority communities. The figures are slightly worse for pre-primary where 593 children out of 19,674 children enrolled were from communities (3%) for the same period. Greater efforts to make parents and communities aware of the need for their children to enrol will be made in the strategy through targeting minority communities.

¹⁹ The Gender Parity Index is a composite measure of gender differences in enrolment, retention, completion and progression rates across social groups and geographical areas.

Targets

- | | |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PSE1. | By 2016 all children regardless of age, gender and ethnicity are included in pre-primary education. |
| PSE2. | By 2016, 50 per cent of children regardless of age, gender and ethnicity are included in pre-school education. |
| PSE3. | By 2016 a functional system is in place and operating for accredited training for all pre-school teachers/educators, which improves the quality of education. |
| PSE4. | By 2011 the curriculum for 0-3 years and for 3-6 is developed, screened for gender related issues and implemented. |
| PSE5. | By 2016 the capacity of all managers improved to manage pre-school education. |
| PSE6. | By 2016 all experts of pre-school education experts trained with consideration for gender parity and priority training for inclusive education. |
| PSE7. | By 2016 there is full awareness of parents and community on the importance of pre-school education. |

The proposed programmes will require funding for data collection, training of specialists, equipment and making special provision/alterations of physical facilities. It will also require an in-service programme for some, if not all, teachers with regard to SEN strategies – e.g. how to cope and assess differential learning in the ordinary classroom.

PSE 1: By 2016, all children regardless of age, gender and ethnicity are included in pre-primary education		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
1.1. 50% of children included in pre-primary education	1.2. 60% of children included in pre-primary education	1.3. 70% of children included in pre-primary education
ACTIVITIES		
1.1. Support establishment of new pre-primary classrooms to improve inclusion and encourage greater numbers from minority groups, children with special educational needs, rural children's, children's coming from poor families. 1.2. Organize a campaign for information of parents on opportunities to include children in pre-primary education. 1.3. Develop appropriate teaching and learning materials.		
PSE 2: By 2016, 50% of children regardless of age, gender and ethnicity are included in pre-school education.		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
2.1. 15% of eligible children (of the total number of age 0 to 5) are included in pre-school education, including those in alternative forms of pre-school education.	2.2. 35% of eligible children are included in pre-school education.	2.3. 50% of eligible children are included in pre-school education.
ACTIVITIES		
2.1. Organize awareness-building campaigns for early childhood development and education and ensure statistical data about pre-school children is included in EMIS. Collection of data is done through municipal education departments. 2.2. Stimulate alternative forms of pre-school education and develop child friendly school environments to increase attendance. 2.3. Ensure additional space for pre-school education though constructing child friendly and additional classrooms. 2.4. Build new facilities in line with standards.		

PSE 3: By 2016 a functional system is in place and operating for accredited training for all pre-school teachers, which improves the quality of education.		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
<p>3.1. 15% of educators pass through a programme for re-qualification and reflects a greater share of males entering the system.</p> <p>3.2. The programme for training of educators for children age 0-3 opens as a separate or is adapted in other study programmes of the Faculty of Education.</p> <p>3.3. All pre-school education programmes are accredited training programmes.</p> <p>3.4. A monitoring system is developed for service providers for pre-school education.</p>	<p>3.5. 50% of educators have achieved a certain number of contact hours of accredited training (see teacher development).</p> <p>3.6. Educators entering training for children aged 0-3— do so as a new programme or adapted in the current study programme.</p> <p>3.7 All service providers have been included in the monitoring programme.</p>	<p>3.8. All educators have reached the given number of accredited training contact hours.</p>
ACTIVITIES		
<p>3.1. Organize continuous monitoring of educators' performance (by the director or other providers of professional services) and the process of children's development and eventually integrate with the teacher performance assessment plan.</p> <p>3.2 A trained teacher is employed for pre-school institutions with the target 1 teacher to 1 000 pupils.</p> <p>3.3. Train educators to improve their performance in their work with children.</p> <p>3.4. Train individuals working as educators, for the lack of qualified ones, for a period of one year under the supervision of the municipal group of experts (who work in line with the form of organization of pre-school education in a given municipality).</p> <p>3.5. Implement an "index of inclusion' in all pre-school institutions and integrate results into EMIS.</p> <p>3.6. Engage inclusive teachers /assistants for cases when there are children with special educational needs.</p> <p>3.7. Review standards for recruitment of educators working with the age group 0-3 years, who need to have adequate education (faculty education in pre-school stream).</p>		

PSE 4: By 2011 the curriculum for 0-3 years and for 3-6 year olds is developed, screened for gender related issues and implemented.		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
<p>4.1. During 2011 the administrative instruction for pre-school institutions is drafted.</p> <p>4.2. By 2011 all private pre-school institutions have passed through the licensing process.</p> <p>4.3. By 2011 the full package with standards is drafted and published.</p> <p>4.4. By 2011, curricula for 0-3 are drafted and curricula 3-6 are reviewed and implemented.</p>	<p>4.5. A reference group is set up for drafting standards for designing of learning resources and for drafting pre-school textbooks.</p>	<p>4.6. By 2016, the package of standardized assessment is drafted.</p>
ACTIVITIES		
<p>4.1. Draft the administrative instruction for licensing of private pre-school institutions.</p> <p>4.2. Set up a group of experts for development of standards for designing of didactic resources and for drafting textbooks for pre-school education that are gender sensitive.</p> <p>4.3. Draft curricula for 0-3 age and review curricula for age 3-6 and screened for gender orientation and stereotyping.</p> <p>4.4. Draft the package of standardised assessment instruments.</p> <p>4.5. Draft standards for educators.</p> <p>4.6. Review standards for infrastructure.</p> <p>4.7. Draft standards for cooperation with parents.</p>		

PSE 5: By 2016 the management capacity of all managers improved to manage pre-school education.		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
<p>5.1. Government developed the Early childhood Development Strategy.</p> <p>5.2. The multidisciplinary professional group (consisting of ECE experts and pedagogues engaged in pre-school education) at the municipal level is functional and target gender parity in positions.</p> <p>5.3. The Advisory Group for Pre-school Education (AGPE) is functional and institutionalized and target gender parity in positions.</p>	<p>5.4. 50% of directors (managers) of service providers in pre-school education are trained in management and target gender parity in positions.</p>	<p>5.5. All directors (managers) of pre-school service providers are trained in management and target gender parity in positions.</p>
ACTIVITIES		
<p>5.1. Recruit an officer for pre-school education in every municipality.</p> <p>5.2. Set up a professional group (pedagogue, psychologist, sociologist, expert in the field of skills, etc.) for monitoring, support, counselling, and evaluation of the education process at the municipal level, which is coordinated by the officer for pre-school education.</p> <p>5.3. Establish Advisory Group for Pre-School Education (AGPE) to coordinate activities in the sub-sector.</p> <p>5.4. Train directors of pre-school institutions.</p> <p>5.5. Strengthen capacities of local level structures in application of best practices in pre-school education.</p> <p>5.6. Design and implement parental programs to increase coverage of pre-school education service for children through home-based support.</p>		

PSE 6: By 2016, 10 pre-school education experts trained with consideration for gender parity and priority training in inclusive education		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
<p>6.1. Two PhD students in the field of PSE receive support from the Kosovo Budget for studies abroad in an equitable manner.</p> <p>6.2. A section for pre-school education is established and operational in the Kosovo Institute of Pedagogy.</p> <p>6.3. Annually there are at least two research projects in the field of pre-school education.</p>	<p>6.4. A programme of master studies for pre-school education is designed and implemented.</p> <p>6.5. At least two research projects in the field of pre-school education are carried out every year.</p> <p>6.6. Two PhD students in the field of PSE receive support from the Kosovo Budget for studies abroad.</p>	<p>6.7. There are ten qualified pre-school education experts and gender parity is met.</p> <p>6.8. At least two research projects in the field of pre-school education are carried out every year.</p>
ACTIVITIES		
<p>6.1. Design and implement a master program of studies on pre-school education in the Faculty of Education.</p> <p>6.2. Provide support to two PhD students.</p> <p>6.3. Organize a sector for research in the field of pre-school education in the Kosovo Institute of Pedagogy – or appointing a researcher for pre-school education within the Pedagogy Institute.</p> <p>6.4. Organize exchange of experience and participation international conferences, etc.</p> <p>6.5 Carry-out research projects in pre-school education.</p>		

PSE 7: By 2016 there is full awareness of parents and community on the importance of pre-school education		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
<p>7.1. Develop and publish information for parents and the public on the importance of pre-school education.</p> <p>7.2. Debates are organized on pre-school education at national level with participation of regional experts.</p>	<p>7.3. Debates are organized on pre-school education at national level with participation of regional experts.</p>	<p>7.4. Debates are organized on pre-school education at national level with participation of regional experts.</p>
ACTIVITIES		
<p>7.1. Draft guidelines – leaflets on development and learning standards in early childhood together with practical materials supplementing the guidelines - Publish information bulletin on pre-school education.</p> <p>7.2. Organize information campaigns in June and September of every year.</p> <p>7.3. Organize a conference aiming at increasing awareness on pre-school education.</p> <p>7.4. Organize round tables with parents to address the importance of pre-school education.</p> <p>7.5 Organise round-table with pre-school experts from the region.</p> <p>7.6 Round-table with Pre-School experts from the Region.</p> <p>7.7 Carrying out research in Pre-School Education.</p>		

Financial Summary

Table 5.2 shows that 50% of the estimated development funds over the next five years in the pre-school and pre-primary education will contribute to increasing participation. It is expected to help Kosovo improve access and quality of services, but also to align with European standards. However, in spite of the high prioritization, the number of children catered by the sub-sector will remain comparatively low even if fully achieved (50 per cent of the total number of children). For this reason, it is expected that this sub-sector strategy will be among the first to be reviewed and attuned to the needs of the population and trends in the region and wider.

Table 5.2: Financial Summary for Pre-school Education

Sub-sector and target	2011-2016 Development Cost	2011-2016 Recurrent Costs	2011-2016 Total cost	Annual Recurrent costs beyond 2016
1. Inclusion in pre-primary education (5-6 year old)	425,000	8,955,000	9,380,000	1,615,000
2. Inclusion in pre-school education (age group 1-5)	1,122,000	2,657,500	3,779,500	713,000
3. Quality Improvement/Training	542,200	715,300	1,257,500	149,000
4. Curricula and Standards	583,600	0	583,600	0
5. Management and professional capacity	0	831,600	831,600	166,320
6. Developing pre-school expertise	360,000	201,885	561,885	59,100
7. Awareness raising activities	109,250	100,000	209,250	20,000
Total	3,142,050	13,461,285	16,603,335	2,722,420

Major cost elements in the estimated recurrent costs refer to:

Inclusion in pre-primary education

To reach 100 % inclusion in pre-primary education by 2016 for the age group 5-6 year old 170 new classrooms are projected with a remaining recurrent cost for maintenance and utilities of 250 per annum and school for the expanded premises. In addition an annual contribution of 200€ per child and year is foreseen, with the number of children around 7,700.

Inclusion in pre-school education

To reach the target of 50 % inclusion in pre-school education for the age group 0 to 5 years by 2016 it is estimated that 6,000 children need to be covered by municipalities by 2016 (the remaining part of the 50 % group that can be estimated at around 50,000 needs to be covered by private providers). For the

public part, 100 new classrooms need to be built, the maintenance and utility cost for each of these is calculated at 250 € per annum. In addition a government contribution of 100 € per child and year to the public providers is included in the up-coming recurrent budget.

5.2 Pre-University Education (PUE)

Pre-University Education in Republic of Kosovo comprises children aged 6-18 attending one of the three education levels: primary school (grades 1-5), lower secondary school (grades 6-9) and upper secondary school (grades 10-12/13), the first two levels being compulsory for all children. As such, Pre-University Education is the largest sub-sector within the education sector in the Republic of Kosovo and serves on daily basis almost 20% of the Kosovo population.

Challenges

- **Managing Capacities of the system and financing**

Improve the capacity of local authorities, schools and teachers to implement the new competency based curriculum. It is of crucial importance to prepare and implement training programmes at all levels in order to improve school performance.

Additional resources are needed to extend compulsory education from 9 to 13 years. A major problem appears to be that the network of upper secondary schools at national level is non-existent, so it is very difficult to allow mobility of students from one municipality to another in search for a certain type of school. Opportunity costs may also make implementation of the change difficult, given the weakness of the social welfare system in the country and high level of poverty.

Reduce the number of schools working in 2-3 shifts. In general, school buildings are not in good shape. It appears that recurrent costs are not efficiently distributed with unpredictable budget releases, resulting in poor maintenance of school facilities. This requires introducing a fully-fledged facility planning process in MEST and developing maintenance plans for all school facilities in Kosovo. In addition to this, there is a need to utilize the existing school buildings in small towns and villages, taking into consideration the development of rural education with models of schools as community learning centres.

Re-align education legislation. Legal infrastructure in Kosovo is still sector-based, and there is little relationship among laws regulating different sectors. This may lead to collisions between the new education legislation and other legal provisions, making the implementation of the former extremely difficult.

Improve devolution of responsibilities from central to municipal and from municipal to school level no matter whether it relates to finances or other management issues. Mechanisms that link the central level quality control system that incorporate standards for everything from curriculum and teaching to local-level certification of teaching, national exams and student diplomas are essential for ensuring an operable quality assurance system.

Shift funds from oversubscribed areas to those in need. For example, to cover additional teacher costs not allocated through the formula. Each municipality receives a block grant for education allocated by a formula uniformly applied regardless of differences in need

Need to place school management on a professional basis so that there is stability at the school director level; school directors need to be hired and retained based on their professional preparation and performance. Moreover, individual school directors need more authority over the hiring, training and retention of teachers so that they can build, over time, a high quality instructional staff. Finally, school directors must have an operational budget for annual, non-personnel recurrent expenditures, otherwise they cannot be held accountable for instructional improvement. Without a school level budget there is no way to initiate and support long-term school improvement plans.

Improve data collection for evidence-based decision-making. Existing data systems as well as limited capacities for data analysis in the sub-sector offer very limited possibilities for informed decision making.

Establish transparency criteria for municipality-to-school allocations. Municipal education directors have considerable latitude in the use of funds. There is uncertainty among local school administrators regarding the amount of funding they will receive throughout the school year.

- **Quality and effectiveness**

Improve the overall quality of education outcomes. Although it depends on numerous factors, teachers are the most important one of which training and certification issues represent key challenges for improving quality.

Improve resource base and management for quality of the education provision in respect to extending compulsory education from 9 to 12 years.

Implement a teacher evaluation and certification mechanisms. There is no system of accreditation currently in place for pre-service and in-service teacher training and teachers in Kosovo have never been formally evaluated.

Improve capacity of local authorities, schools and teachers to implement the competence-based curriculum and develop appropriate and matching assessment criteria.

Improve quality assurance in education. Current schools inspections focus on controlling legal and administrative aspects of school processes. School inspectors and middle management are relatively inexperienced in observing, monitoring and supporting teaching and learning in the classroom, whereas there are no advisory structures that would assist teachers and schools in improving their performance.

Revise relevance and quality of Matura and Grade 9 examinations in line with KCF and teaching and learning methodologies.

Develop an adequate skill base for young people for entry into the formal domestic labour market as well as the broader global employment pool.

Improve education facilities and teaching and learning resources. There is a need to provide adequate teaching materials, science laboratories, libraries, and audio/visual equipment and information and communication technologies.

- **Inclusion and Equity**

Put in place measures to improve inclusion and equity in education. Despite the existence of a Government *Strategy for integration of RAE students* (MEST, 2007), much remains to be done. Many of the dropout issues are exacerbated in rural and remote areas. Rural girls are less likely to stay in school, and particularly less likely to continue onto secondary school resulting in high dropout rates. With the rapid migration onto urban areas, they often find themselves struggling to make it in the rapidly changing economy.

Increase provision and evaluation for special education needs education and promotion of inclusive education of students with disabilities. The community and their peers often ostracize children and persons with disabilities. The discrimination they experience tends to make families want to keep family members with a disability hidden at home rather than exposing them to abuse. Also Special Schools are very segregated from mainstream education. These schools are very expensive and serving very small numbers of students. Disabled children are not properly evaluated when they enrol in schools and therefore adaptations to the school environment to remove access barriers are not made at all or are made ineffectively.

Develop counselling measures to reduce aggressive behaviour and disciplinary problems. Bullying is frequently experienced by students from poor families or from minority communities and marginalized groups, or by children and persons with disabilities. Female students also experience gender discrimination. Bullying is most commonly verbal, but physical violence also occurs. Schools are also affected by events in the wider community, for example, increased incidence of gang culture. Child friendly classrooms and counselling will be introduced as well as awareness raising education of students and teachers to promote understanding of diversity, non-discrimination and tolerance.

School Infrastructure

Increase level of education infrastructure and improve quality of facilities. Kosovo schools are challenged by overcrowded, rundown infrastructure with limited sanitary and instructional facilities. Many primary schools teach in two shifts, shortening classes and limiting teachers' ability to conduct quality curricular and extracurricular activities. The problem is especially grave in urban areas, as a large per cent of the population has migrated to the cities and the infrastructure has been stretched beyond its limits. On the other hand, some rural schools that were renovated immediately after the war are now sparsely populated due to the fact that many of the residents of these communities did not return to their villages.

Improve sanitary facilities for all schools. Without basic sanitary conditions it is difficult to speak of a healthy physical environment in schools. School buildings are badly insulated in general and consequently are highly energy inefficient. Many of the chairs are broken, and most are ergonomically challenging for the students and teachers. Out-dated heating systems (some are individual wood stoves in each classroom) and limited or non-existent gym and kitchen facilities and poor maintenance of toilet facilities are some of the infrastructure problems schools.

Introduce child-friendly schools. Many of the school classrooms look quite bare and uninviting. Since most single subject teachers (5th - 13th grade) move around from classroom to classroom during the school day, while students remain in one place, teachers do not have the space or motivation to make the classroom more inviting. If class scheduling were changed so that each teacher would have her/his own classroom space, teachers and students could better work together to make their space more pleasant and conducive to teaching and learning. The provision of specialized laboratories and equipment for different subjects would also help in this direction. The shortage of classroom space in today's overcrowded schools presently does not allow for any of these options. New schools must be designed to be accessible for children with disabilities and older schools should be adapted as far as possible to facilitate access by children with disabilities (for example, ramps, elevators, wide doors and special toilet facilities).

Overall Objectives

The overall objective for pre-university education is to provide inclusive and equitable access to quality, non-discriminatory education for all students for the 13 years of compulsory education by 2016 and encourage life-long learning.

There are several interconnected sub-objectives as follows:

Priorities

- Develop teaching and learning aids.
- Develop ICT facilities and activity.
- Implementing Teacher Licensing System - An effective system of in-service and pre-service teacher training (teacher training).
- Decentralized financial management.
- School Advisory and Guidance Services.
- Develop all-inclusiveness in compulsory education - inclusiveness, equity, and respect of diversity in education (inclusion and equity in education).
- Kosovo Curriculum Framework - Well designed curricula are in place for all levels of pre-university education and gender screened, followed by respective changes in teaching and learning methodologies and in student assessment.
- Improvement of management - Quality and efficient governance, leadership, and management of the system of education (managing capacities of the system).
- Networking secondary schools.
- Creating safe environment in schools.
- Quality Assurance System.
- Creating prevention tools and offers of non-formal education.
- School infrastructure programme.
- Development of legislation - A functional system of providing quality learning based on standards comparable with those of the developed countries (quality and effectiveness).

Cross - cutting Issues and Linkages

Teaching in Republic of Kosovo is organized in four language streams: Albanian, Serbian, Turkish and Bosnian. Whereas Turkish and Bosnian community are well integrated into the unique Kosovo Education System, the Serb Community schools are still under authority of the Government of the Republic of Serbia. The law on Municipal Education gives special rights to the Serb Community and municipalities with majority of Serb Community, including the right to use the Republic of Serbia curricula and textbooks in the schools.

The new curricula need to provide new opportunities to all minorities as well as majority communities in Kosovo to exercise their rights and nurture their ethnic culture. Also, it has to provide opportunities for getting to understand better the other communities by promoting language learning, gender orientation and multi-perspective approach to history teaching etc.

Roma, Ashkali and Egyptian are the poorest segment of the population with up to 90% unemployment in some communities. Reportedly, many of the families do not even report the births of their children and it is thereby difficult to track their school attendance. These communities have much higher dropout rates than the average. The recent Education Statistics shows that 4,786 children from Roma & Ashkali communities attend compulsory education (1-9 grade), whereas only 238 upper secondary (10-12 grade) education (EMIS/MEST, 2008).

Roma children enter school speaking street Albanian or Serbian and have to fit in with other students for whom these languages of instruction are native languages. They receive no bilingual education assistance and it is natural that they would struggle in class and find school unwelcoming at the very beginning. Moreover, RAE children often face discrimination and even abuse by the other children and teachers, to the extent that they are often afraid to go to school. The lack of education emphasis in their families and communities and their parents' inability to support them in the process of their schooling further complicates education for Roma, Ashkali and Egyptian children.

The Government of Kosovo has developed a Strategy for Integration of Roma, Ashkali, and Egyptian Communities for 2007-2017, but monitoring reports point out that most of the strategy activities have not been implemented (MEST, 2009b). A pre-school programme similar potentially with a bilingual emphasis would be of great benefit to RAE, a rural and other disadvantaged child. Additional educational support such as tutoring throughout the school year would also help keep disadvantaged students stay and succeed in school.

The quality of girls' education is also a major area of focus in terms of improving the retention rate of girls in post primary and tertiary education, and especially for girls from poor households. Where possible, supportive action that provides support for girls' education through scholarship schemes and the like (especially among the poor will be put in place to try to eliminate the barriers and biases to girls' education. Increased consideration of gender issues in education through training programmes for all teachers is also required if increased number of girls are to enter into maths, science and technology subject areas.

Targets

There are twelve clear sector strategic objectives outlining twelve problem fields to be addressed (in brackets) over the period 2007-2017:

- PUE 1. By 2016 capacities are built for all for improved and effective system management at the central and municipal levels, as well as for an effective management of schools – including mechanisms to involve more women in management.
- PUE 2. By 2016 legislation is fully harmonized and finalized for the entire sub-sector of pre-university education.
- PUE 3. By 2014 full responsibilities for management of finances are devolved from the central to municipality level and further from municipality to school level.
- PUE 4. By 2016 quality assurance mechanisms are made fully functional at the national, municipal and school level.
- PUE 5. By 2016 advisory and guidance services are coordinated at the central level and supported at municipality and school levels providing equitable access to professional and advisory and guidance services.
- PUE 6. By 2016 subject curricula are developed, piloted and implemented for all school levels of pre-university education, followed by respective improvement in teaching and learning methodologies and in student assessment and are gender screened.
- PUE 7. By 2014 the teacher licensing system is fully functional and supports career development and aligned with KCF Implementation Plan.
- PUE 8. By 2016 an effective system is built that allows for inclusion of all students in compulsory education and training and is responsive to gender and the needs of vulnerable, poor and disadvantaged students.
- PUE 9. By 2016 an effective network of upper secondary schools is set up that allows for inclusion of all children.
- PUE 10. By 2016 schools have created non-violent and child-friendly environments that are supportive, caring and develop democratic values in children and offers role models for all groups.
- PUE 11. By 2016 at least one third of schools in Kosovo operate in a single shift, offering quality environment with an optimum number of students in classrooms.
- PUE 12. By 2016 all schools in Kosovo are provided with standard packages on a needs basis with instruction materials and resources adequate and fit for implementation of the new school curricula.

Important strategic Policy Objectives for the sector are related to development of improved curricula, improved quality and access following the development of a single and coherent strategy.

PUE 1: By 2016 capacities are built for all for improved and effective system management at the central and municipal levels, as well as for improved management of schools including mechanisms to involve more women in management.		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
<ul style="list-style-type: none"> 1.1. A fully functioning system for management of information in education is in place. 1.2. MEST new organisation set-up improves sector performance against targets. 1.3. All education staff in municipalities trained to perform their new roles and responsibilities. 1.4. Accredited programmes are developed for all school principal up grading. 	<ul style="list-style-type: none"> 1.5. Decision and policymaking informed by evidenced-based data and performance indicators. 1.6. Municipalities have adequate human and physical resources to exercise new roles and responsibilities. 1.7. At least 40% of the current principals have attended accredited programmes for school principals ensuring gender parity. 	<ul style="list-style-type: none"> 1.8. At least 90% of principals have attended accredited programmes for school principals.
ACTIVITIES		
<ul style="list-style-type: none"> 1.1. Finalize an EMIS that can collect and process relevant data and information at the school, municipal, regional and national level. 1.2. Approve new MEST organisation chart, which is in line with recommendations of the functional review, and create a sustainable functioning civil service structure within MEST. 1.3. Train MEST/EMIS staff on data collection and data analysis. 1.4. Train administrative staff in municipalities in exercising their new responsibilities in line with the new legislation. The focus falls on tasks municipalities did not perform before and in which there is significant lack of capacities. 1.5. Support designing of programmes for qualification / training of school principals. These programmes need to be in line with the requirements for licensing of school principals to be set out in the Law on Pre-University Education and in relevant bylaws. 1.6. Adopt a set of national education indicators to be incorporated into EMIS that are comparable with accepted international indicators. 1.7. Draft standards for material and human resources needed at the municipal level to meet the new responsibilities. These standards determine capacities needed in the municipalities for effective administration of education function within their responsibilities. 1.8. Organize training for school principals in accordance with accredited programmes for the purpose of their licensing. These programmes should also be open and provide for persons interested and aspiring to apply for school principals in the future and women encouraged to apply. 		

PUE 2: By 2016 legislation is harmonized, finalized and implemented for the entire sub-sector of pre-university education.		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
2.1. The new Law on Pre-University Education implemented. 2.2. The plan for harmonization of educational legislation with the LPUE developed.	2.3. The new legislation in harmony with the Law on Pre-University Education approved. 2.4. By-laws for full implementation of education legislation are drafted and approved.	2.5. There is full implementation of new legislation and monitored.
ACTIVITIES		
2.1. The Law on Pre-University Education in Kosovo is adopted, replacing the Law on Primary and Secondary Education in Kosovo of 2002. 2.2. Design the action plan for harmonization of education legislation with the LPUE Already in place. 2.3. Harmonize other laws with the LPUE by implementing the developed plan. This harmonization creates a legal framework that allows for effective governance of the system. 2.4. Draft and adopt respective bylaws and provide for their implementation.		

PUE 3: By 2014 full responsibilities for management of finances are devolved from the central to municipality level and further from municipality to school level.		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
<p>3.1. All Kosovo municipalities apply and implement the municipality-to-school financing formula.</p> <p>3.2. All Kosovo school have a Treasury sub-account and manage their budget for salaries, goods and services and if allocated capital sums.</p> <p>3.3 An IT system is fully developed and operational and maintained.</p>	<p>3.4. Capacities are in place for accountable and transparent management of finances at the municipal and school level</p> <p>3.5. MEST develops and maintains an IT system for determining school budgets by formula in municipalities and for planning school budgets so as to be consistent in with MEF budgeting system.</p>	
ACTIVITIES		
<p>3.1. The new education financing formula is implemented in all Kosovo municipalities following successfully phased piloting in several municipalities. A separate account is open for every school to allow for autonomous management of the budget for goods and services.</p> <p>3.2. Schools demonstrate high professional skills in managing their budget.</p> <p>3.3. Capacities are built for management of finances at school level by organizing tailor made training events and by designing a system that facilitates performance of these functions.</p> <p>3.4. MEST develops and maintains an IT system for determining school budgets by formula in municipalities and for planning school budgets so as to be consistent with MEF budgeting system.</p>		

PUE 4: By 2016 quality assurance mechanisms are made fully functional at the national, municipal and school level.		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
<p>4.1. The Administrative Instruction for establishment of the Authority for Curricula, Assessment and Standards (ACAS) is drafted and approved.</p> <p>4.2. The ACAS is established.</p> <p>4.3. Preparations are made for reorganization of the Education Inspectorate by dividing it into the legal and professional sections.</p>	<p>4.4. Criteria have been set for internal and external school based assessment and evaluation.</p> <p>4.5. System is put in place for external validated assessment of student learning at key stages of the curriculum.</p> <p>4.6. All staff has been trained for internal school evaluation.</p> <p>4.7. Internal performance evaluation is carried out in 20% of primary and secondary schools.</p> <p>4.8. Capacities of all Education Inspectorate are built to support and manage external evaluation of schools.</p>	<p>4.9. School evaluations have been carried in 20% of primary and secondary schools.</p>
ACTIVITIES		
<p>4.1. Establish the Authority Agency for Curricula, Assessment, and Standards to advise MEST in the respective fields.</p> <p>4.2. Divide the Inspection function in two sections (administration and professional) to better perform the tasks coming from legislative changes. This requires changes in legislation (activity 2.3).</p> <p>4.3. Build capacities for internal and external evaluation of school performance aiming at improved quality of educational provision in schools.</p>		

PUE 5: By 2016 advisory services are coordinated at the central level and supported at municipality and school levels providing equitable access to professional and advisory and guidance services.		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
<p>5.1. There is an initiative for establishing equitable positions for an advisory and guidance services at municipal level.</p> <p>5.2. Capacities are built at the central level to offer advisory services.</p>	<p>5.3. A manual is drafted for offering advisory services at the municipal level.</p> <p>5.4. Training opportunities are offered for building advisory capacities in schools.</p> <p>5.5. Professional and advisory services have started to be provided at the school level in 20% of municipalities.</p>	<p>5.6. All schools in Kosovo have access to professional and advisory and guidance services.</p>
ACTIVITIES		
<p>5.1. Establish municipal advisory and guidance services (offering professionals of various profiles) and build their capacity.</p> <p>5.2. Provide professional guidance and advisory services at the level of schools.</p>		

PUE 6: By 2016 curricula are developed and screened for gender sensitivity, piloted and implemented for all school levels of pre-university education, followed by respective improvement in teaching and learning methodologies and in student assessment.

MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
<p>6.1. The public is informed about plans for implementation of the Kosovo Curriculum Framework (KCF).</p> <p>6.2. Guidelines are developed and made available for teachers and school principals on implementation of the new curricula.</p> <p>6.3. All curriculum developers have the capacity to develop new curricula based on KCF.</p> <p>6.4. Teachers and principals in pilot schools have the knowledge for implementation of the new curriculum and for adapting new teaching methods.</p> <p>6.5. MEST and MED officers are aware of the key components of the new curriculum.</p> <p>6.6. The plan for implementation of the new curriculums approved.</p> <p>6.7. New teaching and learning materials are drafted.</p> <p>6.8. Work has started for harmonization of curricula for instruction in Serbian</p>	<p>6.10. The public is sensitized on key elements of the new curriculum framework.</p> <p>6.11. Teachers and principals in all schools know how to implement the new curriculum and to adapt teaching methods.</p> <p>6.12. The new curriculum implemented in all schools, classrooms and relevant key stages.</p> <p>6.13. Additional teaching and learning materials have been developed.</p> <p>6.14. Curricula for instruction in Serbian are fully harmonized with the KCF.</p> <p>6.15. New types of assessment instruments have been developed and tested in pilot schools.</p> <p><u>Note:</u></p> <p><i>Grade 5 assessment has been improved</i></p> <p><i>Grade 9 assessment is under consideration</i></p> <p><i>MEST is developing a Matura and Test Administration Improvement Plan</i></p>	<p>6.16. The new curriculum implemented in all schools, classrooms and relevant key stages.</p> <p>6.17. New teaching and learning materials are developed and all schools are implementing the new curriculum.</p> <p>6.18. New types of assessment instruments have been developed and are being utilized in all schools and key stages.</p> <p>6.19. National exams and tests are used to determine the progress in acquiring the new curriculum.</p> <p>6.20. MEST to participate in PISA 2015.</p>

language to the KCF. 6.9. Selected Experts are trained to design a system to assess achievements of the new Curriculum Framework.		
ACTIVITIES		
<p>6.1. An effective information campaign is organized across the country to unveil plans for the National Curriculum Framework (NCF).</p> <p>6.2. A training manual is drafted for the teachers engaged in implementing the new curriculum. A slightly adapted version may be used for school principals.</p> <p>6.3. Curriculum writers are identified and trained to work in developing the Curriculum based on the NCF.</p> <p>6.4. Teachers and school principals are trained to implement the new Curriculum including introducing changes in the teaching methods.</p> <p>6.5. The new curriculum is introduced to MEST and MED officers</p> <p>6.6. The implementation Plan for the new curriculums drafted.</p> <p>6.7. Teaching and learning materials are developed, including textbooks and guidelines for their use.</p> <p>6.8. The curriculum is developed for instruction in Serbian, Bosnian and Turkish language in line with the NCF, together with teaching and learning materials.</p> <p>6.9. Assessment experts are trained for development of various types of examination instruments with the purpose of testing competences of the new curriculum.</p> <p>6.10. A campaign is organized to sensitise the population on key elements of the Curriculum.</p> <p>6.11. The new curriculum is implemented in all schools and in the key stages.</p> <p>6.12. New assessment instruments are designed and piloted in pilot schools.</p> <p>6.13. Assessment is carried out at all levels, in particular in final grades of key stages.</p>		

PUE 7: By 2016 teacher-licensing system is fully functional.		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
<p>7.1. The database for licensed teachers has been established and is functional.</p> <p>7.2. Initial licensing completed of all the teachers.</p> <p>7.3. Capacity has been built for a group of experts in teacher performance evaluation.</p> <p>7.4. 20% of the teachers are promoted in the licensing system.</p>	<p>7.5. The teacher licensing routine has been established and is being fully utilised.</p> <p>7.6 Teacher career development system in place.</p>	<p>7.6. Carer promotion system fully functional related to teacher salary system.</p>
ACTIVITIES		
<p>7.1. Establish a central database for licensed teachers.</p> <p>7.2. Develop mechanisms for teacher licensing.</p> <p>7.3. Build the system of teachers' performance evaluation.</p> <p>7.4. Implement the teacher licensing process as planned.</p> <p>7.5. Develop system to support teacher career development.</p>		

PUE 8: By 2016 an effective system is built that allows for inclusion of all students in compulsory education and training and is responsive to gender and the needs of vulnerable and disadvantaged students.		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
<p>8.1. In all schools at national, municipal and schools level accurate evidence of all drop-out cases is collected and incorporated into EMIS and planning systems.</p> <p>8.2. Programmes for alternative instruction for students are designed.</p>	<p>8.3. Data from national population census are used in planning new enrolments and for identification of dropout cases and non-attendance.</p> <p>8.4. Develop alternative education opportunities to identified categories of students.</p> <p>8.5. Create conditions for increased inclusion so that an increase of 30% of special educational needs children is mainstreamed into compulsory education.</p>	<p>8.6. Over 95% of Kosovo children attend compulsory education.</p> <p>8.7. The Strategic Plan for Organizing Inclusive Education for Children with Special Educational Needs in Pre-University Education in Kosovo (2010-2015) special educational needs is operating and sees an increase of 80% of these children in compulsory education.</p>
ACTIVITIES		
<p>8.1. Implement the <i>National Strategic Plan for the Prevention of Drop-outs</i> 2009 -2014.</p> <p>8.2. Use legal opportunities for providing alternative ways of instruction to children who for various reasons cannot attend compulsory schooling.</p> <p>8.3. Identify children of school age who are not attending school and feed into EMIS.</p> <p>8.4. Implement the National Plan for Action for Children with Special educational needs in pre-university education.</p>		

PUE 9: By 2016 an effective network of upper secondary schools is set up that allows for inclusion of all children.		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
<p>9.1. Implement current plans for school mapping and establish database.</p> <p>9.2 Design format for consultations with stakeholders on needs for various profiles in upper-secondary schools.</p> <p>9.3. Needs are identified for profiles for the period 2012-2015.</p> <p>9.4. In co-operation with municipalities the upper-secondary school network is developed and implemented.</p> <p>9.5. Financing modalities have been agreed in cases of mobility of students from one municipality to another.</p>	<p>9.6. Regular consultations take place with stakeholders on the issue of needs for various profiles.</p> <p>9.7. The numbers of students transferring from one municipality to another is increased by 50%.</p>	<p>9.8. The upper-secondary school network effectively serves all children of the relevant age of Kosovo and is fully inclusive.</p>
ACTIVITIES		
<p>9.1. Develop the school mapping database in order to inform the development of a policy for identification of needs for various upper secondary school profiles, including general and vocational schools, based on wide stakeholder consultations.</p> <p>9.2. Set up and make functional the municipality consultative mechanism for planning of the upper-secondary school network aiming to determine coverage outside territory of a given municipality.</p> <p>9.3. Establish the mechanism for supporting mobility of students from one to another municipality.</p>		

PUE 10: By 2016 schools have created non-violent and child-friendly environments that are supportive, caring and develop democratic values in children and offers role models for all groups.		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
<p>10.1. Increased awareness of all institutions and the public on the need for safe and healthy internal school environments.</p> <p>10.2. Measures for increased school safety planned in line with the inter-ministerial strategy.</p>	<p>10.3. Measures are implemented for increased safety in schools.</p> <p>10.4. Schools are aware of the increased safety and a healthier environment for children and concrete actions are taken at school level such as creation of protective network and linkages to referral system.</p>	<p>10.5. There is significantly more safety in all schools and the situation has improved in bringing about a healthy environment in schools.</p>
ACTIVITIES		
<p>10.1. Design and implement awareness campaigns to reach all schools in respect to the inter-ministerial strategy for prevention of school violence (and bullying) and the strategy for healthy promoting schools.</p> <p>10.2. Teacher Training on identification of behaviours that indicate violence and signs of abuse against children taking into consideration the issue of building a referral system for victims of violence identified at school.</p> <p>10.3. School psychologists are provided to schools and are crucial to building protective school network.</p> <p>10.4. Protective network is build at school, municipal and central level.</p> <p>10.5. Develop and pilot guidelines for all institutions on health and safety.</p> <p>10.6. Develop activity schedules and implement safety and health measures in all schools.</p> <p>10.7. Increased awareness and understanding of key issues as demonstrated by all schools reaching agreed standards.</p> <p>10.8. Demonstrated improvements in health and safety levels at schools as reported by schools inspectors and communities following regular monitoring by them.</p>		

PUE 11: By 2016 at least one third of schools in Kosovo operate in a single shift, whereas the others in not more than two shifts, offering quality environment with an optimum number of students in classrooms.

MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
<p>11.1. Capacity enhanced in MEST for planning of school facilities.</p> <p>11.2. There is a system in place for collection and processing of school facility data.</p> <p>11.3. Relevant information is readily available on school facilities.</p> <p>11.4. Standards have been set for school spaces.</p> <p>11.5. The regulation has been approved on maintenance of school facilities.</p> <p>11.6. The mid-term programme for school investments is approved on new construction and renovation of existing facilities.</p>	<p>11.7. The software system for investments in infrastructure functions which uses data about school facilities and those from the popular census.</p> <p>11.8. The mid-term programme of investments for new construction and renovation is reviewed, based on recent data.</p> <p>11.9. Capacity is built in MEST to supervise designing of new school buildings that comply with international safety and disability access standards.</p> <p>11.10. 20% of schools in Kosovo operate in only one shift.</p> <p>11.11. Renovations of school spaces is carried out based the set priorities.</p>	<p>11.12. Design of blueprints for new schools is done based on the approved standards.</p> <p>11.13. Maintenance of school buildings meets the set criteria.</p> <p>11.14. One third of schools in Kosovo operate in only one shift.</p> <p>11.15. All schools from the priority list are renovated as planned for the planning period.</p>
ACTIVITIES		
<p>11.1. Make functional and implement the plan for new school facilities and for renovation (adaptation) of existing ones based on the accepted school standard design that complies with ISO safety and disability access standards.</p> <p>11.2. Set standards for school spaces (including training facilities for VET schools).</p> <p>11.3. Set criteria and procedures of planning, construction, renovation and putting in operation of school facilities.</p> <p>11.4. Draft the regulation for maintenance of school spaces.</p> <p>11.5. Draft the mid-term programme of investments for new buildings and for renovation of existing ones.</p> <p>11.6. Build new school buildings and renovate existing ones to improve conditions of schooling.</p>		

PUE 12: By 2016 all schools in Kosovo are provided with standard packages based on needs with instruction materials and resources adequate and fit for implementation of the new school curricula.		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
<p>12.1. The minimum package of equipment and instruction materials and consumables for training for schools.</p> <p>12.2. An assessment of school needs is carried out for minimum packages.</p> <p>12.3. Guidelines are drafted for effective utilization of instruction and training equipment and resources.</p> <p>12.4. The programme is drafted to equip schools with minimum packages including distribution, maintenance, and supervision criteria.</p>	<p>12.5. 50% of Kosovo schools are equipped with minimum packages with equipment and resources needed for the process of instruction and training.</p> <p>12.6. All schools have the needed knowledge to ensure additional equipment and instruction resources from their own funds.</p>	<p>12.7. All schools in Kosovo are supplied with minimum packages of equipment and resources needed for the process of instruction and training.</p> <p>12.8. Equipment and resources for instruction are used effectively for the implementation of new curricula.</p>
ACTIVITIES		
<p>12.1. Determine content of the minimum package of instruction equipment and resources needed for the implementation of the new curricula to supply all schools on needs and demand basis.</p> <p>12.2. Draft guidelines for effective use of instruction equipment and resources.</p> <p>12.3. Empower schools to provide instruction equipment and resources from their own funds.</p>		

Financial Summary

The development and resulting recurrent costs for this sub-sector have been calculated as follows:

Table 5.3: Financial Summary of Pre-University Education

Sub-sector and target	2011-2016 development cost	2011-2016 recurrent costs	2011-2016 total cost	Annual recurrent costs beyond 2016
1. Improvement of management	786 700	227 100	1 013 800	38 970
2. Development of legislation	98 000	0	98 000	0
3. Decentralized financial management	189 900	2 520	192 420	0
4. Quality Assurance System	1 175 550	351 060	1 526 610	78 680
5. School Advisory and Guidance Services	859 500	10 600 800	11 460 300	3 339 000
6. New Curriculum Framework	3 477 600	60 000 000	63 477 600	10 000 000
7. Implementing Teacher Licensing System	166 200	2 940 000	3 106 200	687 500
8. All-inclusiveness in compulsory education	8 015 874	625 000	8 640 874	125 000
9. Network of secondary schools	85 000	0	85 000	0
10. Creating safe environment in schools	3 250 000	750 000	4 000 000	250 000
11. School infrastructure programme	97,753,000	27,330,000	125,083,000	7,880,000
12. Teaching aids	24 180 000	0	24 180 000	0
Total	140,037,324	102,826,480	242,863,804	22,399,150

Major cost elements in the estimated costs refer to:

School Advisory and School Guidance Services

For school advisory and guidance services 1 200 staff months have been estimated at completion 2016 at a cost of 350 € per staff month. In addition some transport costs have been included.

New Kosovo Curriculum Framework

Continued distribution of 400 000 sets of materials per annum (around 4 per student and year) are included in the estimate of recurrent costs at a cost of 25 € each.

School infrastructure programme

To reduce the number of shifts in schools and to expand secondary education it is envisaged that 180 000 m2 of new school space is required before the end of 2015. The recurrent cost implications are estimated for maintenance and utilities at 33 € per m2 and year. For this expansion no salary costs are envisaged as the secondary school expansion to some extent is offset by shortening of the VET education that goes to grade 13. The cost increase foreseen is partly offset by a reduced length of some education programmes from four to three years in vocational schools (grade 13 disappears). The total projected student population has been calculated in accordance with the following table:

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
Grade 9	40 271	35 400	34 935	34 379	33 684	
Grade 10	32 456	37 521	35 400	34 935	34 379	33 684
Grade 11	26 147	28 712	37 521	35 400	34 935	34 379
Grade 12	23 962	24 023	28 712	37 521	35 400	34 935
Grade 13	13 607	13 797	13 693	16 366	0	0
Total grade 10-13	96 172	104 053	115 326	124 222	104 714	102 998

The projections are based on the expected student population from grade 9 that would enter grade 10. Up to 2009/10 there is also an anticipated drop out after grade 9 before 100 % inclusion is reached. With an average cost over the state and municipal budgets for recurrent and capital costs of around 290€ per student and year for gymnasiums and VET schools, the resulting cost envelop over the years would be:

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
Cost in €	27 889 880	30 175 370	33 444 572	36 024 334	30 367 060	29 869 420

As a comparison the budget outturn for gymnasiums and VET 2009 was 27 510 000 € when municipal and central costs directly related to operations and investments and appearing in the budget for secondary education were added. The tables demonstrate a peak in costs and student numbers 2008/10 to 2011/12, before the reduced length of training in VET reduces numbers and costs. There is a need to analyse this reduction further however, as some vocational institutions need to operate longer programmes at a tertiary level in the future.

5.3 Vocational Education & Training (VET)

Vocational Education Training is under the responsibility of Ministry of Education, Science and Technology (MEST) for secondary school-based vocational education and under the Ministry of Labour and Social Welfare (MLSW) for further training and retraining of the unemployed. Several line ministries such as health and agriculture are also involved within sector responsibility. The VET sub-sector is part of the upper-secondary level (ISCED 3) and serves the age group 15-18. In many cases, compulsory school leavers decide to enrol in VET schools only after failing to enrol the general secondary schools/gymnasiums, making VET schools a kind of “second choice” option.

MEST’s VET reform aims to introduce standards, curricula and certification and develop VET qualifications which are of a quality which be brought into the National Qualifications Framework (NQF) which is aligned with the European Qualifications Framework. A fully-fledged and fully operational National Qualification Authority (NQA) will decide upon which vocational qualifications can be entered into the NQF according to agreed criteria and standards. The NQA will also accredit institutions to assess learners and issue certificates for qualifications in the NQF.

Challenges

Beside the substantial improvement in VET sub-sector over the last few years, there are still gaps to be filled and many challenges to deal with:

- **Increase the budget:** in order to cope with large numbers of young people and the poor quality of teaching across Republic of Kosovo;
- **Teaching in two shifts:** VET schools still have two teaching shifts, which hinder any attempt to develop a quality education system;
- **Inadequate human capacities:** The central level and the municipalities have neither adequate budgets nor qualified staff to deal with the education activities developed for their level. In addition, coordination between central, regional and municipal level is still inadequate;
- **Accreditation and equivalency:** The education and training system is still very narrow and there is a serious shortage of mechanisms and institutions for accreditation, setting standards of achievement, and overall quality assurance in the education sector;

- **Improve the quality and relevance of the curriculum:** The general part of the curriculum needs to be developed according to the professional standards. The professional part of the curriculum needs to be further developed in modularized form and credited with international standards with the intention to make possible the transfer of credits in-further education/training. The key competencies²⁰ expected to be achieved by all learners of pre-university education need to be the objective of VET as well;
- **NQF** is developed in line with the European Qualifications Framework (EQF). The descriptors of levels need to be further clarified, interpreted in the Kosovo context;
- **National Qualifications Authority (NQA)** is a recently established institution and, therefore, requires capacity support to become fully operational. The implementation of the National Qualifications Framework of Republic of Kosovo has yet to include a listing of officially recognised qualifications. Work is underway to pilot test priority qualifications to pass through a validation process; challenges exist in securing experts to assist in validations and in securing experts to assist in accreditation of institutions;
- **Linkages with enterprises:** In the case of the secondary VET in Kosovo, the lack of close ties between the enterprises and the schools needs to be addressed.
- **Develop improved linkages and common responsibility for Centres of Competence -** The envisaged functions include responsibilities of MEST and MLSW, MEF and MoH. So far, there is little evidence of a common understanding between the responsible ministries for CoC;

Overall Objective

There are three main, linked objectives:

- a) **To improve access to and the quality and relevance of VET provision for all.**
- b) **To improve the coordination and relevance to the labour market and to strengthen the institutional and management capacity of the VET system and the establishment of a sound financial basis for its long-term development and sustainability.**
- c) **To increase opportunities for training of early school leavers, upper secondary school learners and leavers and adults with insufficient schooling who cannot make it to the next school level, in order to enhance employment, especially for women and self-employment prospects together with developing the Centres of Competence are keys to this approach.**

²⁰ The Kosovo Curriculum Framework foresees the six key competencies to be achieved by all students: Communication and expression, thinking competencies, learning competencies, life and work environment competencies, personal competencies, and civic competencies.

Priorities

Roadmap for improved internships and links with the economy

The linkages with the needs of the economy are one of the first priorities in VET sub-sector. The lack of close ties between the enterprises and the schools needs to be addressed. Emphasis should be given on cooperation between the administration and schools and related chambers and association from related industry and business, and the local communities. At the school level, one of the instruments that are not sufficiently used is that of the internships and apprenticeships. Good practices exist, but they are not known widely and certainly not observed. The situation can be improved by compiling best practices, publishing them, supporting networking efforts, developing guidelines and tools (e.g. reporting diaries for the learners) and accompany the implementation in the partner schools and possibly other interested schools.

It is clearly important not to impose; the focus should be on support, not on regulation. The analysis of the best practices will eventually lead to a broader strategy for enterprise involvement or at least a “roadmap for improved internships”. Generally speaking, enterprises are open to have closer links with VET schools. But it is very challenging for micro enterprises to organize the work environment to make it more appropriate to receive young trainees. There is a need to develop the overall regulatory context that facilitates such linkages (such as: insurance for learners, the provision of incentives for employers).

Infrastructure improvement

Sufficient school space, including adequate workshop equipment and work in one shift would substantially improve the quality in VET. The standards for designing the new VET schools need to be developed according to the new requirements. The lack of training facilities in VET schools is more than obvious.

Reformed Matura Exam

VET learners are disadvantaged when sitting for the Matura exam; many analyses show that the Matura exam is very old fashion and content-based exam. It is basically tailored for upper secondary learners, therefore VET learner’s results from this exam are very low.

VET learners should have a choice whether to sit for the Matura exam, i.e. the VET related curriculum should be disconnected from the generic curriculum that leads to Matura.

The Matura exam should now be based on the stated competencies to be achieved by both: general and VET learners and should include both theoretical and practical examinations to test knowledge, skills and competences.

Curriculum development

Beside the continuing process of updating profiles and professional parts of the curriculum, the content of the general part needs to be developed adjusted to the profession. The general part of VET curricula should aim at achieving the generic competencies but also the professional competencies as well. This is a particularly important process taking into consideration that in the future, the defined key competencies will be assessed in the Matura exam.

As part of the development of the National Qualification Framework there should be pathways to university education others than the Matura.

Teacher training

Teacher training must adjust practices to accommodate changes in the curriculum and updated technology. The catalogue for training modules needs to be developed and training providers to be identified. Members of recently established Association for VET teachers, among them many certified trainers and curricula developers, present a good opportunity to organise and support professional training. First thing they can support is to raise the profile of the trainers/instructors in the VET schools.

Centres of Competence

The Centres of Competence form an integrated part of the on-going reform process, which aims at improving the relevance of VET for employment. They represent institutions for the promotion of employment requiring the close and active involvement of enterprises and many other communal players. They will not replace traditional vocational schools but rather also function as service providers for them.

The seven CoCs - once established and operational - will serve as 'pilots' of VET reform for the other VET schools in Kosovo. They will also serve as a 'point of counselling and training provision' for employment related services in their respective sectors. The intention is for the CoCs to work closely with sector related businesses to develop hands-on and 'work-based' learning opportunities for VET learners, but also in-house training supply and Life-Long-Learning (LLL) provision for businesses. In addition the CoCs are also foreseen to provide training and advisory services in their sector for civil society.

Functional National Qualification Framework

A functional NQF with its registered and labour market relevant qualifications and standards, to be delivered by accredited training providers, will contribute greatly to improved quality in VET. Sector management will be improved and properly managed and sources of funding for the VET consolidated to achieve the required funding.

Cross - cutting Issues and Linkages

Promotion of gender equity as the improvement of women's access to learning opportunities and subsequently better chances on the labour market is one of the aims of VET schools intended to promote women's economic empowerment and increase their chances of employment

Based on EMIS data 36% of the learners and 42% of the teachers are female. But the economic schools with a gender quota of more than 60% females improved the overall female participation of all involved learners. Female's presence in professional and technical schools of Kosovo though is only close to 28%. The higher presence of females in these schools is much more visible when it comes to the region of Prishtina, but in other regions, these schools are most likely to be frequented only by males. The profiles of girls who attend are mostly studying tailoring, economics, and medicine. Interventions will continue to improve girls' participation in the VET schools but efforts will be required to encourage girls and women to enrol in fields outside of traditional ones.

Curricula for VET are available in minority languages living in Republic of Kosovo. Teachers training include the minority staff as well but more needs to be done for teacher training VET in community languages. All non-Serb minorities are included in key disciplines in the VET system (particularly in Peja, Prizren and Kamenica). Much more needs to be done in securing work-placements for all students. In adult courses through the support of Ashkali graduates from the 9th grade, are integrated in the VET schools.

TARGETS

VET 1.	By 2014 learners' professional practice is organized in close cooperation with enterprises and support provided to all for viable placements and a learners' career orientation and guidance system for all levels is in place.
VET 2.	By 2014 vocational schools have achieved financial and operational autonomy.
VET 3.	By 2014 Centres of Competence are integral part of the national school-based VET system.
VET 4.	By 2014 links between professional profiles offered by VET institutions labour market and HR development strengthened and made more relevant for employment-readiness skills.
VET 5.	By 2016 there is a comprehensive and functioning evaluation and QA system implemented in the VET sector.
VET 6.	By 2014 VET curricula are in line with the needs of the labour market, professional standards and European good practice and are screened for gender orientation.
VET 7.	By 2016-increased mobility options and employability for learners in and outside Kosovo is secured.
VET 8.	By 2016 a functional National Qualifications Framework and procedures for, accreditation and quality assurance are in place.

VET 1: By 2014 professional practice is organized in close cooperation with enterprises and support provided to all for viable and a learners' career orientation and guidance system for all levels is in place.		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
<p>1.1 By end of 2011 the <i>"Strategy for Improvement of Professional Practice"</i> will have been developed depicting a clear vision of an inclusive VET.</p> <p>1.2 At least one officer in every municipal department and 30% of VET schools have an advisor for career counselling and means are in place to encourage employment of women.</p> <p>1.3 A national career guidance service framework is developed.</p> <p>1.4 At 20 VET schools and all operating CoCs this system is being practiced.</p> <p>1.5 Criteria and incentives have been set for enterprises that can host practicing and provide adequate opportunities for girls and women.</p> <p>1.6 Enterprises included in the registry for hosting VET learners are encouraged to continue with the practice using various incentives.</p>	<p>1.7 All VET schools have a professional career guidance and counselling system in place and gender parity achieved in employment levels.</p> <p>1.8 Agreements are signed between VET institutions and 60 public and private enterprises (in priority sectors of economy) to arrange for learners professional practice and well-aligned placements.</p> <p>1.9 Various models of utilising company and school advanced equipment to provide practical experience through training and simulation are promoted.</p> <p>1.10 Inclusion of 50% of women in training.</p>	<p>1.11 The National Centres' provide on-line career counselling and guidance system is functional and operating.</p> <p>1.12 Ensure health and safety regulations for VET.</p> <p>1.13 The career guidance system is utilized by all learners that enter/leave or re-enter the VET system.</p>

ACTIVITIES
1.1. Develop a coherent system of career guidance for learners that enter the VET system as well for those that return for further education and training.
1.2. Link this career guidance system dynamically with the relevant labour market information system (VET 4).
1.3. Develop a national career guidance service framework.
1.4. Develop strategy for improving professional practice that reflects inclusion.
1.5. Develop a national career guidance service.
1.6. Identify and train at least one officer in every municipality for career guidance and counselling and encouraging women to participate. School teacher's are identified and trained for career counselling and measures are in place to encourage involvement of women.
1.7. Develop equitable criteria that enterprises need to meet for practicing learners.
1.8. Establish and implement a stimulating system for enterprises offering professional practice.
1.9. Amend criteria for licensing of enterprises by adding various facilities for enterprises hosting practice learners.
1.10. Identify enterprises engaged in fields and profiles offered by the school; sign agreements with schools and enterprises and make them gender sensitive.
1.11. Establish the National Centre for Career Guidance with employment search and placement services.
1.12. Develop policies for insuring students against various incidents and injuries during practical work.

VET 2: By 2014 vocational school have achieved financial and operational autonomy.		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
<p>2.1. Financing of VET schools in 13 pilot municipalities (supported by IDEP project) are done based on the diversity of programmes they offer.</p> <p>2.2. Municipalities finance VET schools using a separate formula from the one for general schools that is gender oriented.</p> <p>2.3. VET schools have their own sub-accounts opened and functioning, which allows them to generate income from the learner's practical work in school workshops.</p>	<p>2.4. Financing of VET schools are carried out based on needs and programmes they offer.</p> <p>2.5. VET schools manage independently their finances and other key operations.</p>	<p>2.6. The optimised number of VET schools and CCs are financed based on priorities set for the VET sub-sector.</p>
ACTIVITIES		
<p>2.1. Analyse costs of schooling programmes in VET schools in 13 pilot municipalities.</p> <p>2.2. Develop a separate formula for financing of VET schools depending on profiles.</p> <p>2.3. Develop a system that provides with possibilities for scholarships to encourage female attendance and opportunities for minority groups.</p> <p>2.4. Simplify financial management procedures for school accounts.</p> <p>2.5. Develop financing criteria for schools with specific profiles and a smaller number of learners.</p> <p>2.6. Train VET school principals to manage autonomous financial operation.</p> <p>2.7. Review number of VET schools, their distribution and reduce their number compared to the location of Centres of Competence.</p> <p>2.8. Prepare mapping of VET provision and develop optimisation plan.</p>		

VET 3: By 2014 Centres of Competence are integral part of the national school-based VET system.		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
<p>3.1. The concept and character of Centres of Competence (CoC) and the financial sustainability are clearly defined (with the central, regional and municipal character defined) and CoCs are provided with sustainable financing without disadvantaging VET schools.</p> <p>3.2 Two centres have been finalized and are operating.</p>	<p>3.3. CoC function as resource centres for other VET schools (for teacher training, as an assessment centre, for curriculum development, etc.)</p> <p>3.4. Three more centres have been finalized and are operating.</p>	<p>3.5 A seventh centre has been finalized and is operating.</p>
ACTIVITIES		
<p>3.1. Develop in more detail the concept of CoCs, by defining their place in the VET system and how they integrate in the school network and the community.</p> <p>3.2. Develop a formula for sustainable financing of CoC and VET schools depending on profiles.</p> <p>3.2. Train teachers from other VET schools: CoCs serve to train teachers from other VET schools to provide training facilities to be used by other VET schools and accredited.</p> <p>3.3. Update and develop modular based subject curricula for the CoCs (20 profiles per school).</p> <p>3.4 Develop CoCs to function as career guidance and counselling sites, and provide information on labour market, (professional practice and employment opportunities).</p>		

VET 4: By 2014 links between professional profiles offered by VET institutions labour market and HR development strengthened and made more relevant for employment-readiness skills.		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
<p>4.1. Needs for professional profiles have been identified based on research of labour market needs.</p> <p>4.2. The number of profiles is optimised based on a process of negotiation with relevant stakeholders in VET.</p> <p>4.3. Workshops in 40% of VET schools are equipped with equipment needed for implementation of the curricula.</p>	<p>4.4. 75% of teachers capacities are developed for the new profiles and for employment-readiness skills.</p> <p>4.5 Teacher training process keeps up with the relevant changes of the labour market.</p>	<p>4.6. The VET school network is in harmony with economy demands.</p> <p>4.7. Workshops for 70% of VET schools are adequately equipped.</p> <p>4.8. All teachers' capacities are developed for the new profiles and the teacher training process keeps up with the changes.</p>
ACTIVITIES		
<p>4.1. Create a centralised information system that collects labour market information for the purpose of updating curricula and teachers capacity on a continued basis.</p> <p>4.2. Organize a research of the labour market and define priority sectors of the economy; develop mechanisms making market analysis an on-going process that can be updated and reports used to inform changes in the VET system and encourage and support VET schools to link with the local market to explore and update training needs in their relevant sectors.</p> <p>4.3. Review all profiles and optimise the number of profiles offered by VET, in line with labour market needs; needs for staff are planned based on new profiles.</p> <p>4.4. Carry out an analysis on the condition of workshops and assess needs for basic equipment at the national level for all schools; equip workshops of all VET schools.</p> <p>4.5. Identify and train teachers and instructors of new profiles; teachers are trained on up-to-date knowledge in line with changes and trends (see teacher development).</p> <p>4.6. Monitor the labour market and put in place the changes to maintain relevance for teacher profiles.</p> <p>4.7. Review and change the network of VET schools based on needs of the economy.</p> <p>4.8. Equip and update workshops in the new network of VET schools.</p> <p>4.9. Train teachers to be able to handle new profiles and in new teacher learning processes.</p>		

VET 5: By 2016 there is a comprehensive and functioning evaluation and QA system implemented in the VET sector.		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
5.1. The VET QA system is reviewed and defined. Assessment capacity is developed with a strong involvement of employers and relevant stakeholders.	5.2. Recognition of prior learning is taking place. 5.3. Previously gained competences are recognised and transferred to further education based on procedures set by the National Qualifications Authority (NQA).	5.4. The QA system is functioning.
ACTIVITIES		
5.1. Revise the system of assessment and QA in VET based on Kosovo and European best practices. 5.2. Build up capacity for assessment and QA within the sector. 5.3. Develop standards competence based assessment and modular approach. 5.4. Develop procedures for recognition of prior learning. 5.5. Develop procedures for recognition of previous knowledge / education.		

VET 6: By 2014 VET curricula are in line with the needs of the labour market, professional standards and European good practice and are screened for gender orientation.		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
<p>6.1 VET curriculum (methods and procedures) is being developed and used within KCF.</p> <p>6.2. A labour market needs analysis has been carried out and priority sectors defined.</p> <p>6.3. Define general knowledge, skills and key competences for VET within KCF.</p> <p>6.4 Standards for 10% of occupations offered by VET have been developed. Learning materials are developed and available to the VET teachers and learners.</p>	<p>6.5. An appropriate method for VET curriculum development has been identified after evaluation of all development partner implemented pilots and screened for gender orientation.</p> <p>6.6. Standards for 60% of occupations professions offered by VET have been developed. Learning materials are developed and available to the VET teachers and learners.</p>	<p>6.7. Standards of all occupations professions offered by VET have been developed.</p> <p>6.8. Learning materials are made available to the VET teachers and learners.</p>
ACTIVITIES		
<p>6.1 Develop of standards for VET curricula in corporation with the industry.</p> <p>6.2 Analyse methods for curriculum development Analyse existing labour market data. Define priority sectors/ occupations in corporation with all relevant stakeholders (relevant ministries, industry etc.).</p> <p>6.3 Review number of profiles offered by VET in relation to NQF.</p> <p>6.4 Develop standards for 10% of occupations till 2012 offered by VET and the needed learning materials.</p> <p>6.5 Update curricula based on market needs and HR development priorities of Kosovo and screen for gender orientation.</p> <p>6.6 Develop standards professions for 60% of occupations till 2014 offered by VET and the needed learning materials.</p> <p>6.7 Develop all standards for all occupations professions.</p> <p>6.8 Develop the capacity to produce learning materials for VET based on good practices from existing projects and the coming CoCs.</p>		

VET 7: By 2016-increased mobility options and employability for learners in and outside Kosovo is secured.		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
<p>7.1. The existing labour market information system is enhanced to provide a necessary data to judge on a demand of training for the economy using existing best practice.</p> <p>7.2. Programmes that meet international standards are developed in order to ensure increased interest, labour force mobility, increased employability and facilitated transfer of learning for the VET graduates that is gender responsive and inclusive.</p> <p>7.3. Schools are enabled in keeping evidence, tracking learners and in drafting reports by considering best practice.</p> <p>7.4. Support for business start-up businesses of VET graduates is provided.</p>	<p>7.5. Employers are involved in facilitating transition of VET graduates.</p> <p>7.6. MEST unifies EMIS system of learners tracking reports while in school and after graduation.</p> <p>7.7. MEST has in place programmes for supporting of business start-ups for VET graduates, which is equitable, gender responsive and inclusive.</p>	<p>7.8. The VET system provides schooling opportunities to higher education in ISCED 5 level that is gender responsive and inclusive.</p> <p>7.9. Every year 50 scholarships are made available for the best VET learner's students in demand profiles, to carry out professional practice in countries or companies.</p> <p>7.10 Government seeks to ensure donations from the local economy and from abroad to support these learners.</p>

ACTIVITIES
7.1. Collect labour market information by utilising information and resources from MLSW, MTI, MEST, OEK and SoK.
7.2. Develop programmes that ensure increased interest and mobility of the labour force, increased employability and transfer of credit points.
7.3. Develop EMIS and train school administrators to maintain records on employment of learners.
7.4. Evaluate pilots of learner tracking; train EMIS human capacities to insert and maintain tracking data.
7.5. Develop strategies for support of businesses of VET graduates.
7.6. Learner's promote and support programmes for start-up businesses.
7.7. Develop longer-term progress pathways for VET learners to higher levels that are equitable, gender responsive and inclusive and develop study programmes of ISCED levels 4 and 5.
7.8. Set up government scholarship schemes for 50 learners every year to engage in a six months professional practice abroad in one of the priority profiles that encourages equitable, gender responsive and inclusive practices.

VET 8: By 2016 a functional national qualifications framework and procedures for, accreditation and quality assurance are in place.		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
8.1. The National Qualification Authority is fully functional.	8.2. NQA has developed simple and functional procedures for accreditation of programmes and institutions for priority profiles.	8.3. The NQF and the System for Accreditation of all VET programmes and institutions are fully functional.
ACTIVITIES		
<p>8.1. The NQA is fully staffed and capacity for accreditation procedures and implementing NQF established.</p> <p>8.2. Pilot accreditation of programs and institutions carried out by NQA staff and experts. Procedures for Kosovo NQF implementation produced.</p> <p>8.3. MEST supports VET schools and NQA in the process of accreditation of programs and institutions.</p>		

Financial Summary

The development and resulting recurrent costs for this sub-sector have been calculated as follows:

Table 5.4: Financial Summary for VET

Sub-sector and target	2011-2016 development cost	2011-2016 recurrent costs	2011-2016 total cost	Annual recurrent costs beyond 2016
1. VET learner Practice	474 000	1 297 160	1 771 160	369 850
2. Financial autonomy of VET schools	365 440	0	365 440	0
3. VET Centres of Competence	11,739,200	10,195,600	21,934,800	2,846,400
4. Strengthen links between VET and labour market	4 454 700	945 000	5 399 700	330 000
5. Assessment in VET schools	692 660	0	692 660	0
6. Curricula, Standards, Textbooks	1 265 450	40 000	1 305 450	20 000
7. Mobility and Employability	655 050	1 622 600	2 277 650	682 100
8. Equivalence and Accreditation	494 450	100 000	594 450	50 000
Total	20,140,950	14,200,360	34,341,310	4,298,350

Major costing elements relate to:

Centres of Competence

The estimates for the centres of excellence have been made for the remaining cost for establishment of five such centres. For the two first centres construction costs have to a large extent already been covered and spent. The recurrent costs include salaries for 50 teachers and 20 administrative staff members for each of the five schools at 350 € per staff month. Funds for teaching staff may however be raised through reallocations from municipal budgets as fewer VET students will be enrolled in the municipal VET schools.

5.4 Teacher Education (TE)

Teacher Education in Republic of Kosovo has gone through a decade of intensive restructuring aiming at enhancing quality of teaching and learning in schools and recovering the losses of a decade of operation under enormously difficult circumstances during the 1990s. Reforms have been undertaken in both pre-service and in-service teacher education.

The long-term approach is to standardize pre-service and in-service teacher education to improve teaching and learning in Kosovo schools so that teacher education is developed as initial (pre-service) teacher education, induction (which currently is not offered by the system) and continuous professional development (in-service teacher training). MEST will continue to consider this development and will examine the structure by reviewing which of the two universal models of teacher education provision is best for the Kosovo's context (the consecutive or concurrent provision of teacher education).

Challenges

Challenges at the pre-service teacher education level

Given the context and numerous developments that teacher training requires and the situation of poor quality of pre-service teacher education, the main challenge will be ensuring that teacher training is of high quality, tailored to the needs of the teachers, oriented towards supporting implementation reforms and sustainable (including financial sustainability). The gender-balance of teachers needs to be addressed at this level by encouraging more men into the system. In-service teacher training will need to be restructured and support the implementation of new developments and reform initiatives in the system.

Developing additional teacher training capacities is the biggest challenge for Kosovo's education and schooling in the years to come. Teachers need high quality pedagogical training in addition to the academic training in the specific discipline. Teachers will need to be familiar with the practice of child friendly classrooms and take part in training to promote understanding of diversity, non-discrimination and tolerance as a means of addressing and preventing bullying in the schools.

Introduce common standard for all teachers and a proper balance between academic and pedagogic training. Currently, pre-service teacher education at the University of Prishtina is characterized by (i) fragmented structures (six faculties at the University of Prishtina offer teacher education programmes) (ii) non-standardized provision of teacher education (different faculties applying different standards and have little or no supervised and credited practicum compulsory for all students) (iii) variable levels of the quality of academic and pedagogical training across teacher education

programmes. Special provision should be made for technical and vocational teachers with a balance between industrial experience, practical skills and pedagogical training.

Pre-service teacher education (Administrative Instruction 16/2005 referring to professional and practical training of prospective teachers) means offering four years programmes, of 22 weeks of compulsory credited practicum for all students and a proportional division between academic and pedagogical courses.

Improve planning of teacher supply and demand. Faculties need to base entries by properly reviewing the labour market (school) needs. It is imperative to design a system for enhanced needs-driven planning of student quotas. This will encourage MEST and faculties to focus its resources on where it is most needed and based on staffing norms.

Develop clear policy, procedures and mechanisms for teachers coming from non-education background. Ensure that teachers from non-education background receive an appropriate pedagogical training as soon as they enter into the profession and linked to teacher licensing system. The necessary pedagogical training will be a key requirement and pre-requisite for new teachers entering the profession. Special conditions must be in place for the employment and training of VET teachers. Emphasis should be placed on skill and experience to allow very experienced artisans/craft masters enter the teaching profession. The training and qualification of VET teachers should emphasise competence and performance rather than academic pedagogic theories. Training modules should be developed to emphasise the different skills and competencies required to teach in VET schools e.g. skills analysis, demonstration technique, assessing skills and competence, the teacher as a reflective practitioner, the teaching of adults.

Challenges at the level of in-service teacher education

Develop capacity of in-service teacher training. Given that in-service teacher training has been made compulsory for all teachers the main challenge will be developing teacher training capacities and ensure the training is provided to all teachers. The capacities will have to at least be doubled in order to meet the training needs (the current requirement is that every teacher undergoes 30 hours of professional development each year). The process of developing a new curriculum in Kosovo and beginning September 2010 will play a big factor requiring teachers to take on new teaching and learning methods. Massive teacher training will be needed in order to help teachers master the necessary skills to implement the new curriculum. VET Teachers must have the opportunity to regularly update their competence particular in areas of related technological innovation. Opportunities should be developed so that VET teachers can spend short periods in industry updating their skills.

Provide training for the implementation of the new Curriculum Framework of Kosovo. Kosovo teachers will be faced with significant challenges to implement novelties brought by the New Kosovo Curriculum Framework. In this regard, they will need additional skills to be able to implement competence based curricula, to apply integrated (global) learning, and in particular in grades 0 – 9 to teach in integrated curricular learning areas instead of the current subject based curricula. They will also be required to be more actively involved in the process of development and planning of their syllabi than they have been so far. Teacher Training program on competency based approach-teaching methodologies and assessment procedures should be taken into consideration seriously for in-service teachers. All these will require a separate national teacher development programme in addition to the plans and requirements for teacher licensing. There should be developed a Vocational Education and Training Teacher Training program for teachers who teach general subjects. According to the Kosovo Curriculum Framework they need to enable students to acquire key competencies envisaged for all students, but in the case of VET students the general subjects needs to be applicable to the profession.

Establish sustainable budget for teacher training and promotion. Ensure a long-term and predictable teacher training budget. MEST will ensure a system of regular salary incentives for the evaluation and promotion of teachers as a part of licensing process.

Improve management of in-service provision. Responsibility for teachers' professional development has been devolved to the municipalities. A strategy to channel funds from central to municipal level will need to be in place for financing teachers' professional development of teachers. The municipalities will need training for financial management of professional development of teachers and improve capacities for quality assessment of the teachers' performance, as one of the key requirements for teacher's to obtain a licence and promotion.

Improve the teacher training information management system at MEST level. Teacher training information management is needed in order to (i) track the teachers progress towards meeting licensing requirements, (ii) producing policy development information related to decisions on teacher training provision, and (iii) understand individual teacher profiles and identify priority professional development needs.

Ensure pedagogical training for teachers with no pre-service pedagogical training. Teachers who have had no pre-service pedagogical training will need access to pedagogical in-service training. In the current context, a tailor-made course will be developed, within the teacher professional development framework and licensing for the teachers. This is particularly true of future VET teachers.

Provide subject specific training. Focus on the provision of subject specific related teacher training.

Overall Objective

The overall objective in the sub-sector of teacher development is to put in place an effective and sustainable teacher development system to improve quality of education. This strategic goal aims to carry Kosovo sub-sector for teacher development from its emergency phase to a development phase to become compatible with similar trends in the region and in European countries.

Priorities

The key priorities in the sub-sector are:

- To make teacher licensing fully operational;
- Create supporting mechanisms for teachers who will help them to achieve the standards;
- To support teachers to successfully implement the new Kosovo Curriculum Framework;
- To improve the pre-service and in-service teacher development and training provision;
- To continue quality and gender sensitive curriculum development and implementation;
- To help municipalities and schools coordinate efforts and organize teacher training programmes in municipalities.

Cross - cutting Issues and Linkages

The University of Prishtina offers teacher education in minority languages – Bosnian and Turkish languages - in selected programmes (largely covering grade 1-5 level). The challenge for the system remains ensuring quality pre-service teacher education for all community languages schools.

Opportunities for community teacher education contribute to the integration of the minority communities within the education framework. An important aspect in this context is the difficulties that community teachers have in admission to higher education (teacher education) in some of the neighbouring countries that have not yet recognized the new reality of Kosovo state. This is particularly an issue for the Bosnian and Gorani community who, in absence of an opportunity locally, would choose to study either in Serbia or Bosnia and Herzegovina. Due to the general political situation in the country the system has not managed to integrate the Serb community within the Kosovo educational framework and this remains a challenge.

Gender parity at the University of Prishtina is almost fifty per cent. However, female students are in the majority in the teacher education faculties. According to UP statistics for year 2008/09, 73.1% of females

were among those enrolled in the Faculty of Education, 69.7% in the Faculty of Philology, while the percentage is less in the Faculty of Arts (45%) and in the Physical Education Faculty (23%).

In-service and pre-service teacher development and training of teachers in schools with instruction in Serbian will continue to be a challenge for the central and municipal Kosovo authorities. Despite the flexible legal framework for the education of this community provided by the Ahtisaari Comprehensive Plan, the Serbian community continues not to participate in initiatives for cooperation and integration into the Kosovo system of education. Reserved quotas for communities are in place at the university in teacher education programmes at all levels and where appropriate courses are managed in community languages.

None of the teacher education faculties currently trains teachers for the resource centres (former special schools), which has a huge impact on the provision of quality education for the special educational needs students. At the same time, there are a very limited number of inclusive courses taught at teacher education institutions. This negatively affects inclusiveness of the Kosovo education system and mainstreaming of cross cutting issues (such as gender, minority communities and special educational needs). The need is for a wide variety of pre- and in-service programmes and courses on inclusive education for all teachers (responding to children's individual needs, supporting children in regular classes).

None of the teacher education faculties address the special requirements of VET teachers. The development of a teacher-training course for VET teachers must be a priority if Kosovo is to provide quality education and training in VET schools that meet the requirements of the EU.

Teaching licences should reflect the needs of the sector the teachers are employed in. VET teachers should have different licensing requirements with an emphasis on competent practice rather than higher academic qualifications.

Targets

TE 1.	By 2016 all administrative instructions on TD are harmonized with the effective legislation and are being implemented.
TE 2.	By 2016 at least 80% of MEST representatives (TTU and inspectors), MEDs and school principals are trained in accredited leadership and management programmes and Gender Parity is improved.
TE 3.	By 2014 capacities have been built for needs assessment and evaluation of TPD.
TE 4.	By 2012 a Management Information System is in place for collection of training data.
TE 5.	By 2016 MEST accredits minimum 40 TPD programmes based on teachers' training needs.
TE 6.	By 2016 MEST in cooperation with the NQF certifies and licenses trainers of TPD programmes (selection of trainers should be gender balanced).
TE 7.	By 2016, 90% of teachers have renewed their licences, whereas 5-10% have been promoted to a higher-level ensuring equity and gender parity.
TE 8.	By 2016 school-based professional development has been established in all schools to ensure sustainability of training received.
TE 9.	By 2016 mechanisms are in place and functioning for monitoring and evaluation of training programmes and its impact.
TE 10.	By 2016 at least 15% of education officers and teachers have participated in joint regional and international TPD programmes.
TE 11.	By 2013 prior learning in non-formal education and in-service training are recognised by teacher education faculties for purposes of teachers' (re)qualification.
TE 12.	By 2016 all teacher education programmes are fully harmonized with MEST policies, whereas 80 per cent of their staff have been trained in TPD programmes.
TE 13.	By 2010 there are increased research opportunities in teacher education faculties.

TE 1: By end of 2015, all administrative instructions on TPD are harmonized with the effective legislation and are being implemented.

MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
	All these can be done in 2011-12	
1.1. Legal infrastructure on TPD finalized and in full compliance with effective laws.	1.3. Mechanisms and procedures have been set up for implementation of MEST Is on TPD.	1.5. All administrative instructions on TPD are being implemented.
1.2. Mechanisms and procedures are piloted for implementation of the process of licensing.	1.4. The teacher licensing process is fully functional in all municipalities.	
ACTIVITIES		
1.1. Review, complete, and approve the legal framework related to TPD.		
1.2. Define mechanisms and procedures for implementation of TPD administration instructions.		
1.3. Set up mechanisms and procedures for making the teacher licensing process functional.		
1.4. Set up mechanisms /procedures for financing of teachers' professional development (TPD).		

TE 2: By end of 2015, at least 80% of MEST representatives (TTU and inspectors), MEDs and school principals are trained in accredited leadership and management programmes and Gender Parity is improved.		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
<p>2.1. There is an active cooperation in place between central and municipal level.</p> <p>2.2. The training programme for leadership and management is accredited.</p> <p>2.3. At least 20% of MEST officers (TTU/ inspection), MEDs, and school principals are trained in leadership and management programmes and gender parity are maintained.</p>	<p>2.4. At least 50% of MEST officers (TTU / inspection), MEDs, and school principals are trained in leadership and management and gender parity is maintained.</p>	<p>2.5. At least 80% of MEST officers (TTU/ inspection), MEDs, and school principals are trained in leadership and management and gender parity is maintained.</p>
ACTIVITIES		
<p>2.1. Organize regular meetings between MEST – MED – schools and community.</p> <p>2.2. Design and accredit the leadership and management training programme which is equitable and gender balanced.</p> <p>2.3. Organize training on leadership and management for MEST and MED staff, as well as for school principals that is equitable and gender balanced.</p>		

TE 3: By end of 2014 capacities have been built for evaluation of TPD.		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
3.1 Procedures and criteria have been developed for assessment of TPD needs. 3.2 An implementing agency is hired to carry out the needs assessment for TPD.	3.3 Capacities have been built for assessment of TPD needs. 3.4 Evaluation of TPD undertaken in all schools.	
ACTIVITIES		
3.1. Draft procedures and criteria for assessment of needs for TPD. 3.2. Engage an agency to assess needs and to build capacities for assessment of training needs.		

TE 4: By end of 2012 the system has been built for collection of training data.		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
4.1. The database for training programmes and trained teachers is operational. 4.2. Procedures are determined for feeding of data on trained teachers in the database.	4.3 Respective officers / administrators are trained in feeding of training data in the database.	
ACTIVITIES		
4.1. Design a software programme for training programmes and trained teachers. 4.2. Draft procedures for feeding of training data in the database. 4.3. Train responsible persons in feeding the data.		

TE 5: By end of 2016, MEST accredits minimum 40 TPD programmes based on teachers' training needs.		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
5.1. At least 20 training programmes on TPD are accredited. 5.2. The Catalogue with TPD training programmes is published.	5.3. New training programmes are developed and piloted particularly to reflect the different competencies required by VET teachers. 5.4. At least ten new training programmes are accredited.	5.5. At least 40 TPD training programmes are developed and piloted based on teachers' training needs. 5.6. At least ten new programmes accredited.
ACTIVITIES		
5.1. Draft/update training programmes for implementation of curricular framework, methodology training, subject methods training, inclusive education, ITC, etc. 5.2. Draft/update training programmes for practicing teachers of non-teaching profiles. 5.3. Encourage TEI-s to develop in-service teacher training programmes. 5.4. Pilot new training programmes, particularly for VET teachers. 5.5. Accredit training programmes. 5.6. Draft/update and publish the training catalogue.		

TE 6: By end of 2016, MEST in co-operation with the NQF certifies and licenses trainers of TPD programmes.		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
6.1. Trainers are trained to implement teacher development programmes.	6.2. Trainers are trained to implement new teacher training programmes.	
ACTIVITIES		
6.1. Organize training of trainers for various teacher development programmes.		
6.2. Organize training of trainers for various ethnic communities (Serb, Bosnian, Turkish, RAE).		

TE 7: By end of 2016, 90% of teachers have renewed their licences, whereas 5-10% has been promoted to a higher-level parity. Promotion is based on criteria, not by gender or ethnicity.		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
7.1. An authority is established for coordination and management of TPD. 7.2. Didactic Centres provide quality training services. 7.3. At least 80% of teachers have participated in accredited programmes and have acquired at least 60 training hours.	7.4. All teachers have participated in accredited programmes and have acquired at least 120 training hours.	7.5. 90% of teachers have renewed their licence, whereas 5-10% are promoted to a higher level ensuring equity and gender parity.
ACTIVITIES		
7.1. Establish an authority for coordination and management of TPD.		
7.2. Support Didactic Centres and training facilities to provide training services.		
7.3. Organize various quality TPD training programmes up to 30 hours/year for every teacher (training for curriculum implementation, methodology, subject teaching methods, IT, inclusive education, training of non-teaching profiles, etc.)		

TE 8: By end of 2016 internal school mechanisms have been established in all schools to ensure sustainability of training received.		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
8.1. Professional departments and sections are made functional in schools. 8.2. Individual plans for TPD are included in SDP.	8.3. Groups for TPD are set up within schools (trainers, monitors, mentors, evaluators).	8.4. Schools are supplied with TOD literature and school mechanisms established in all schools.
ACTIVITIES		
8.1. Make school professional departments and sections functional. 8.2. Establish TPD groups within schools. 8.3. Support teacher to draft their individual professional development plans. 8.4. Include teachers PD plan in school development plans (SDP). 8.5. Supply schools with literature on TPD.		

TE 9: By end of 2016 mechanisms are in place and functioning for monitoring and evaluation of training programmes and its impact.		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
<p>9.1. Mechanisms have been identified for monitoring and evaluation of training programmes.</p> <p>9.2. Mechanisms have been developed to coach teachers in their daily routine of transferring the outcomes of training programmes to the classroom.</p>	<p>9.3. Monitoring and evaluation plan and instruments developed.</p> <p>9.4. 40% of all teacher-training programmes (i.e. 40% of teachers attending such programmes) are followed up in appropriate way (counselling, coaching, and supervision) in the daily teaching routine.</p>	<p>9.5. All TPD programmes are monitored and evaluated.</p> <p>9.6. 80% of all teacher-training programmes (i.e. 80% of teachers attending such programmes) are followed up in appropriate way (counselling, coaching, and supervision) in the daily teaching routine.</p>
ACTIVITIES		
<p>9.1. Determine / demarcate monitoring responsibilities at the level of MEST, MEDs, schools.</p> <p>9.2. Establish monitoring and evaluation mechanisms for TPD programmes.</p> <p>9.3. Draft plan and instruments for monitoring and evaluation.</p> <p>9.4. Organize monitoring and evaluation of TPD programmes.</p> <p>9.5. Draft the evaluation report and respective recommendations.</p> <p>9.6. Establish and capacitate specialised teams to coach supervise and counsel teachers after undergoing teacher training programmes (e.g. counselling working groups at schools).</p>		

TE 10: By end of 2016, at least 15% of education officers and teachers have participated in joint regional and international TPD programmes.		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
10.1. At least 5% of educational officers and teachers participate in regional and international cooperation projects ensuring equity and gender parity.	10.2. At least 10% of educational officers and teachers participate in regional and international cooperation projects ensuring equity and gender parity.	10.3. At least 15% of educational officers and teachers participate in regional and international cooperation projects ensuring equity and gender parity.
ACTIVITIES		
10.1. Organize regional and international cooperation projects (training, conferences, etc.). 10.2. Support teachers to participate in regional and international cooperation projects.		

TE 11: By end of 2013, prior learning in non-formal education and in-service training are recognised by teacher education faculties for purposes of teachers' (re)qualification.		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
11.1. Mechanisms and procedures are set up for recognition of qualifications between formal and non-formal education, and between pre-service and in-service.	11.2. Prior learning in non-formal education and in in-service training are recognised by TE institutions for teachers' qualification/ requalification.	
ACTIVITIES		
11.1. Develop policies to assess equivalence of formal and non-formal education. 11.2. Develop policies to assess equivalence of pre-service and in-service teacher training /education programmes. 11.3. Set up mechanisms in TE institutions for recognition of prior learning in non-formal education and in in-service teacher training.		

TE 12: By 2016, all teacher education programmes are fully harmonized with MEST policies, whereas 80% of their staff have been trained in TPD programmes.		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
<p>12.1. There is close cooperation between MEST – UP TEIs and other TE institutions.</p> <p>12.2. All TE faculties develop their Development plans.</p> <p>12.3. At least 20% of the TEIs' staff participates in at least 2 PD training programmes.</p> <p>12.4. Capacities have been increased for development of TEIs study programmes.</p> <p>12.5. All TEIs have adopted their regulation on teaching practice.</p> <p>12.6. Policies, procedures and programmes have been developed for teachers of non-educational profiles.</p>	<p>12.7. At least 40% of the TEIs' staff participate in at least two PD training programs</p> <p>12.8. TEIs review and update 10%of their programmes every year.</p> <p>12.9. Teaching practice is successfully implemented in all TEIs.</p> <p>12.10. The training programme for teachers of non-educational streams is implemented and functional.</p>	<p>12.11. At least 80% of the TEIs staff participates in at least two PD training programs.</p> <p>12.12. External evaluation of teacher education programmes is organized.</p> <p>12.13. All programmes of TE institutions are fully harmonized with relevant MEST administrative instructions.</p>
ACTIVITIES		
<p>12.1. Organize a series of information with TE institutions on the topic of MEST and international teacher education and teacher development policies and practices.</p> <p>12.2. Support teacher education faculties in developing their development plans.</p> <p>12.3. Organize professional development trainings for the TE staff on (new teaching methodologies, inclusive education, TI, etc.).</p> <p>12.4. Organize training events for the staff of TEIs on development of study programmes.</p> <p>12.5. Draft and approve regulation on teaching practice in TE institutions.</p> <p>12.6. Support TE institutions in implementing teaching practice policies/regulations in schools.</p> <p>12.7. Support TE institutions to provide study opportunities to special educational needs students and to groups at risk.</p> <p>12.8. Set up mechanisms and procedures for teachers of non-teaching streams / profiles.</p> <p>12.9. Draft programmes for training of teachers coming from non-teaching profiles (VET).</p> <p>12.10. Pilot programmes for teachers of non-teaching profiles with a group of practicing teachers.</p>		

<p>12.11. Evaluate the piloted programme.</p> <p>12.12. Support cooperation between TEIs, as well as that between TEIs and other HE institutions (joint degrees, concurrent studies, exchange of staff and programmes, credit transfer, etc.).</p> <p>12.13. Organize a comprehensive and independent evaluation of teacher education programmes.</p>		
<p>TE 13: By 2016 all TE faculties have set up educational research mechanisms and are participating in at least one research project every year.</p>		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
<p>13.1. Action plans are developed for educational research in TE institutions.</p> <p>13.2. At least 20% of the TE institutions staff has been trained in educational research and project development.</p>	<p>13.3. Academic staff of TE institutions is engaged in at least ten educational research programmes every year.</p>	<p>13.4. Every TE department is engaged in at least one educational research project every year.</p>
ACTIVITIES		
<p>13.1. Draft and approve action plans for educational research at the level of the University of Prishtina (group of TE institutions).</p> <p>13.2. Organize training programmes for the TE staff in educational research (drafting of research project proposals, application for EU research cooperation programmes, increase of research capacities in TEIs, etc.).</p> <p>13.3. TE departments develop educational research projects.</p> <p>13.4. Publish results of educational research projects.</p> <p>13.5. Support TEIs' staff mobility (research projects, study visits, TD programmes, etc.).</p>		

Financial Summary

The development and resulting recurrent costs for this sub-sector have been calculated as follows:

Table 5.5 Financial Summary for Teacher Education

Sub-sector and target	2011-2016 development t cost	2011-2016 recurrent costs	2011-2016 total cost	Annual recurrent costs beyond 2016
1. Legislation development	117 500	0	16 500	0
3. Capacity for professional development need assessment	16 500	0	51 420	0
4. Management Information System	51 420	0	182 540	1 750
5. Program accreditation	182 540	0	36 800	0
6. Licensing of trainers	36 800	0	6 508 600	0
7. Teacher Licensing	177 700	6 330 900	2 021 600	1 254 660
8. School-based professional development	941 600	1 080 000	58 900	180 000
9. Monitoring and evaluation of training	58 900	0	489 500	0
10. Regional Cooperation	489 500	0	15 000	0
11. Recognition of prior learning	15 000	0	642 200	0
12. Pre-service programs	642 200	0	543 650	0
13. Research in teacher education faculties	183 650	360 000		65 000
Total	2 913 310	7 770 900	10 684 210	1 501 410

Major costing elements relate to:

Teacher Licensing

Recurrent costs for teacher licensing include:

- Recurrent costs for eight staff members at the new authority;
- Continuous training of teacher calculated at 1,2 million € per annum;
- Separate funds for education research projects and for publishing of research results with an allocation of 50 000 € and 15 000 € per annum respectively.

5.5 Higher Education (HE)

Republic of Kosovo has the youngest population in Europe and considers that human capital is the most important asset that will support future development of Kosovo. Higher education is seeing a rapid increase in the number of students enrolled but the budget allocation, investments and number of academic staff are not keeping pace with this development.

Kosovo higher education includes public and private higher education institutions. Although formally Kosovo is not member of the Bologna Process, all Higher education institutes in Kosovo (with the exception of the American University of Kosovo) tend to follow Bologna guidelines. Kosovo Accreditation Agency has been running the process of accreditation for all Higher education institutes. The higher education system operates based on the Law on Higher Education drafted in 2003, currently under revision and on the Strategy for Higher Education with milestones set for period 2005-2015.

Challenges

Due to young population the number of students is increasing every year. This poses a challenge for the government in terms of financing but also in terms of developing mechanisms and tools to ensure that students have access to equitable and quality education. Another challenge for Higher Education System is to produce graduates employable in Kosovo, in the Region and even wider. An important ingredient to good quality of teaching and learning is research, which induces costs and requires skills different from those currently found among academic staff.

There are key challenges that address cross - cutting issues in terms of equity, quality and in terms of gender, ethnicity, and economic background.

- **Completion of legal framework for higher education institutes.** A number of Laws have been approved from Assembly of Republic of Kosovo, which are directly related to, or which have an impact on higher education. The Law on Higher Education is under revision and is expected to be approved by the beginning of 2011.
- **Increase participation and ensuring equal access in higher education.** Reconsider whether participation of the 25% of the age group (18-24 years) in higher education is a satisfactory objective to be achieved given the importance of human capital development in Kosovo' development.
- **Ensure increased budget and efficient use of resources in Higher education institutions.** The greatest challenge for MEST and HEIs is to establish the link with the economy and to create a mechanism to track down the employability of its graduate. There are efforts to offer some services

to students through the Student Support Service Centre (LINK), at UP and through the career office in a few private institutions. However, currently the majority of resources are used for salaries, little for goods and services and very little left for development and programmes. In relation to financing the report states that the budget for HE Strategy has not been built based on Mid-term Expenditure Framework (MTEF) and plans and hence gaps will appear making it unable to finance objectives set out in the strategy.

- **Ensure that curricula reflect labour market needs that would support employability of graduates and meet employers' needs and improve the image of higher education of Kosovo and be gender sensitive.**

A stronger orientation of the Kosovo higher education institutions towards research, transfer of technology entrepreneurship and closer cooperation with the economy would result in multiple benefits for all sides and would serve to increase employability for all students and sustainability of both the economy and education system.

- **Establish quality standards in teaching and research.** Although Kosovo is not a signatory to the Bologna Process, key components of higher education law and policy in Kosovo identify the need to ensure quality in higher education and to enhance efforts to meaningfully implement the action lines toward this process. Research priorities have been defined in the National Research Programme of the Republic of Kosovo for period 2010-2015, which sets out specific research and technology targets needed to support the socio-economic development of Kosovo towards knowledge-based society. Support to the National Research Council in handling the NRP's priority research fields. These priorities were identified based on the evidence-base interaction between science, citizens and businesses. Part of the Strategy is to create a fund for research activities that has been made available to researchers since 2010.
- **Provide a modern environment for teaching, learning and research in Higher education institutes.** Measures will need to include; buildings, (also accessible for students with disabilities), students and guest staff accommodation, laboratories, library, ICT and libraries, building distance learning system; communication network and system for student services. There has been some progress made in some objectives: a student dormitory has been built and another one reconstructed; investment has been done in buildings in some faculties; continuous investment in IT; investment in library and some investment in laboratories. Nevertheless, there is a further need for investment to ensure a high quality teaching and learning environment in a situation of significant increased inclusion in higher education.

There is a need to ensure continuation of independent operation of the Kosovo Accreditation Agency (AAK) and the sustainability of its financing. A further challenge comprises moving from an administrative role towards more developmental interaction between AAK and HE. Measures need

to be taken to ensure a system of QA that would meet all the criteria of the ENQA and the AAK being included into the Register of European Accreditation Agencies.

- **Enhance international cooperation and mobility of staff and students.** Supported by MEST the Kosovo Bologna Promoters Team (KBPT) has developed the documents for integration of Kosovo's higher education in the European Programme of reforms in higher education. Especially for the purpose of implementing the Bologna Process, a number of projects were developed and supported by the EU programme Trans-European Mobility programme for University Studies (Tempus). Higher education institutions have benefited from Tempus funded projects, in developing programmes in three levels of study but more needs to be done and ensure that gender parity better integrated in these programmes.

Overall Objectives

The overall objective in the sub-sector of higher education is:

To put in place effective and sustainable inclusive education policies and legislation to support improved equitable access through developing a highly efficient and effective management of modern high quality higher education producing high calibre students at comparable European standards and to increase capacity for scientific research.

This strategic goal aims to build-up higher education to become compatible with similar trends in the region and in European countries that supports enhanced mobility of students and staff.

Priorities

1. **Completion of legal framework for higher education institutes** - Finalise the Law on Higher Education providing a framework for both private and public universities by clearly setting out rights and obligations of higher education providers and providing an environment where quality of education is promoted. Finalise administrative instructions that support implementation of a revised Law on Higher Education.
2. **Increase participation in higher education and ensuring equal access to higher education** - Increase participation in higher education by ensuring that quality standards are met by also providing the needed physical infrastructure and equal access to higher education. Distance education may be one way to rapidly increase access when it is difficult to expand physical infrastructure quickly.
3. **Ensure increased budget for higher education institutes and efficient use of resources** - Increase the budget for higher education. Consolidate mechanisms and structures for more efficient use of resources to improve quality, provide incentives for research projects, investment in infrastructure

and academic development. Provide legal framework to support institutes that create additional funds off the budget and which would be reinvested in higher education institutes and for academic staff development.

4. **Ensure that study programmes reflect labour market needs** - Study programmes offered both in public and private higher education institutes should reflect the labour market needs and improve employability of graduates by promoting transfer of technology, innovation and entrepreneurship. Continuous dialogue with employers may be a way to achieve it, but also would be useful to align to development priorities and employment strategies of the country.
5. **Establish quality standards in teaching and research** - Pay attention to links between HE and research and development and to Lifelong Learning as set out in conclusions of Bergen and London Communiqués. Strengthening research activities both private and public institutions by setting standards in terms of funds allocated to research and time allocation to staff engaged in research but always ensuring the quality of research undertaken. Enhance international cooperation of all HE providers with the aim to produce benefits to research and teaching. Foster organised and institutionalised academic staff development in teaching and research methodology.
6. **Provide a modern environment for teaching, learning and research** - Set out standards for ratios students to infrastructure, laboratories, and number of books, computers and other equipment part of a study programme and accordingly make investments. Improve management information system and efficiency of administration.
7. **Enhance international cooperation and mobility of staff and students** - Promote and support organised international cooperation. Enhance activities on staff and student mobility. Enhance activities for joint-study programmes.

Cross - cutting Issues and Linkages

Participation of minority communities in Republic of Kosovo is a challenge in terms of access to higher education. With regard to minority's education, MEST guarantees a number of reserved places for all members of the non-Albanian communities for Kosovo Turks, Bosnians and Egyptians and Serbs at the University of Prishtina (including a number of benefits to cover costs during their studies, such as accommodation). The number of Kosovo Bosnians and Turk students is relatively high in the centre of the Faculty of Education in Prizren (University of Prizren) where there is one primary school teacher education programme offered in Bosnian and in Turkish, and one lower secondary school teacher education programme (for teachers of IT) offered in Bosnian. There is also a programme in Business Administration offered in Bosnian in Peja.

In 2008 MEST launched a strategy for inclusion of Roma, Egyptians and Ashkali (REA) and Serb communities in the education system. Around 10,000 students (mainly members of the Kosovo Serb community) study in the University of Mitrovica. A challenge remains to fully include the university within MEST framework and within the Law of Higher Education.

In terms of financial assistance for students from poor social backgrounds, MEST annually provides a number of scholarships to students to exempt them from paying tuition fees, and from paying accommodation costs. As from academic year 2008/9, these scholarships began to be offered jointly by MEST and the University of Prishtina. Many higher education institutes provide scholarships to students from poor social backgrounds.

The Gender Equality Office (GEO) was founded in 2007 and is directly linked with the office for international co-operation within University of Prishtina. It reports to the Vice-Rector for International Cooperation. The office temporarily operates in the premises of the Centre for Human Rights (in the Faculty of Law). The mission of this office is to mainstream gender equality and prevent gender discrimination at the university; undertake research projects in order to generate knowledge about gender-related issues; increase awareness relating to gender equality issues within academic and non-academic circles; and contribute to dissemination of information on gender issues through co-operation and networking at the local, regional and international level.

The International Business College Mitrovica (IBCM) began operating as from February 2010 where the language of instruction is English. MEST together with The Swedish (Sida) and Dutch Governments are the major funders of this project.

Targets

- | | |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| HE 1. | By 2012 drafting of bylaws and harmonization of statutes of Higher education institutes to the reviewed Law on Higher Education. |
| HE 2. | By 2016 participation in higher education of the 18-25 age group has reached 35% and gender parity observed. |
| HE 3. | By 2014 there is continuous support and equal opportunities for inclusion in HE for all groups: ethnic, gender, age, religion, special educational needs and other social groups. |
| HE 4. | By 2014 study programmes are in line with the labour market needs. |
| HE 5. | There is increased budget and improved efficiency in execution of the budget in line with the reviewed law. |
| HE 6. | By 2014 HE institutions have built capacity to generate additional resources through research projects, consultancy services, infrastructure, etc. |
| HE 7. | By 2014 there is improvement of quality in teaching and scientific research. |
| HE 8. | By 2014 there is institutional support and promotion in place for scientific research, innovation, technology transfers and entrepreneurship. |
| HE 9. | By 2014 a system is in place and implemented for increased internationalization of higher education and research. |
| HE 10 | By 2016 there is increased space and modernization of environment for studies and scientific research work. |

HE 1: By 2012 drafting of bylaws and harmonization of statutes of Higher education institutes to the reviewed Law on Higher Education.		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
<p>1.1. Bylaws and statutes of Higher education institutes are in line with reviewed Laws on Higher Education latest one year after it has become effective.</p> <p>1.2. Regulations have been approved for implementation of Higher education institutes' statutes in line with the Law.</p> <p>1.3. Review implementation of the new Law.</p>		
ACTIVITIES		
<p>1.1. Review existing bylaws to harmonize with the new Law.</p> <p>1.2. Draft and approve new bylaws needed for implementation of the new Law.</p> <p>1.3. Draft statutes of Higher education institutes in line with the reviewed Law.</p> <p>1.4. Draft and approve regulations for implementation of the new statutes in line with the new Law.</p>		

HE 2: By 2016 participation in Higher Education of the 18-25 age group has reached 35% and gender parity observed.		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
2.1. By 2011 participation of the 18-25 age group in higher education reaches the level of 25%.	2.2. By 2014 participation of the 18-25 age group in higher education reaches the level of 30%.	2.3. By 2016 participation of the 18-25 age group in higher education reaches the level of 35%.
ACTIVITIES		
2.1. Increase number of students enrolled in existing programmes. 2.2. Offer new study programmes in Higher education institutes. 2.3. Establish new higher education institutions. 2.4. Support higher education institutions in promoting public-private partnerships (in the mid and long term). 2.5. Encourage provision of study programmes from European and regional Higher education institutes. 2.6. Offer professional programmes of various types and lengths of study in Higher education institutes. 2.7. Set up additional funds for scholarships for studies in public higher education institutions in an equitable manner. 2.8. Increase number of academic staff in all higher education institutions.		

HE 3: By 2016 there is continuous support and equal opportunities for inclusion in Higher Education for all groups: ethnic, gender, age, religion, special educational needs and other social groups		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
3.1. Conditions are created for ensuring equal opportunities for inclusion in higher education.	3.2. Implementation has started of new policies providing for equal opportunities for inclusion in higher education. 3.3. An environment is in place which is friendly to students with special needs.	3.4. Policies for providing equal opportunities for inclusion in higher education are implemented as foreseen.
ACTIVITIES		
3.1. Develop policies for inclusion of groups and communities at risk in higher education in line with the new Law. 3.2. Set up an additional fund for inclusion of all ethnic communities in higher education (fund for minority communities and for visiting professors) 3.3. Set up a fund for financial support of students unfavourable social and economic situation 3.4. Provide conditions for students with special educational needs (draft a regulation for admission of students with special educational needs, provide scholarships and adapt physical infrastructure).		

HE 4: By 2014 study programmes are in line with the labour market needs.		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
4.1. Mechanisms and structures for researching the labour market needs established.	4.2. Existing study programmes reviewed and adapted to meet the labour market needs.	4.3. Existing study programmes reviewed and adapted to meet the labour market needs.
ACTIVITIES		
4.1. Set up a working group to research and assess labour market needs. 4.2. Develop a “strategy” (policies - programmes) for qualification and training of experts in line with recommendations of annual researches of the labour market needs. 4.3. Review existing study programmes of higher education institutions for the perspective of their harmonization with the labour market needs.		

HE 5: By 2016 there is increased budget and improved efficiency in execution of the budget (in line with the reviewed law).		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
<p>5.1. Budget for Higher education institutes is increased in line with the Law (and its financing formula).</p> <p>5.2. Policies are in place for improving efficiency of financing (and management) in public higher education.</p>	<p>5.3. There is progressive increase of the budget for Higher education institutes in line with legal provisions.</p> <p>5.4. Implementation of policies for increased efficiency of financing of public higher education institutions.</p>	<p>5.5. There is progressive increase of the budget for Higher education institutes in line legal provisions.</p> <p>5.6. Evaluations are carried on implementation of financing of higher education.</p>
ACTIVITY		
<p>5.1. Develop criteria for defining the budget for Higher education institutes according to specific study programmes.</p> <p>5.2. Draft and implement policies for planning, management and reporting of public finances in higher education.</p>		

HE 6: By 2014 HE institutions have built capacity to generate additional resources through research projects, consultancy services, infrastructure, etc.

MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
6.1. A plan is in place for generation of additional own income in higher education institutions.	6.2. Higher education institutes generate additional income through research projects, consultancy services, utilization of infrastructure, etc. up to 10% of the total budget.	6.3. Higher education institutes generate additional income through research projects, consultancy services, utilization of infrastructure, etc. up to 15% of the total budget.
ACITIVITIES		
<p>6.1. Draft the regulation for generation and management of additional financial resources in Higher education institutes and create legal conditions for its implementation.</p> <p>6.2. Establish mechanisms for generation additional income in Higher education institutes (project offices, professional and advisory services, utilization of infrastructure).</p> <p>6.3. Organize training programmes for HEI staff to enable them to apply with projects for local and international funds.</p>		

HE 7: By 2014 there is improvement of quality in teaching and scientific research.		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
<p>7.1. Centres for Excellence (CET) in Teaching are established and functional.</p> <p>7.2. Criteria are reviewed for election and promotion of academic staff in Higher education institutes.</p> <p>7.3. A plan is in place for implementation criteria for internal evaluation in all Higher education institutes.</p>	<p>7.4. CET offers at least 5,000 person/hours of training in one year.</p> <p>7.5. There is continuous implementation of quality assurance criteria in teaching and research in all Higher education institutes.</p>	<p>7.6. CET offers at least 10,000 person/hours of training in one year.</p> <p>7.7. There is continuous implementation of quality assurance criteria in teaching and research in all Higher education institutes.</p>
ACTIVITIES		
<p>7.1. Establish governing and administrative bodies of the CET and approve its work plan.</p> <p>7.2. Design and implement programmes for improvement of teaching methodology.</p> <p>7.3. Review criteria for election and promotion of academic staff.</p> <p>7.4. Strengthen units for quality assurance in all Higher education institutes.</p>		

HE 8: By 2014 there is institutional support and promotion in place for scientific research, innovation, technology transfers and entrepreneurship.

MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
<p>8.1. A baseline study is drafted for involvement of university staff in research and scientific work (based on existing capacities and research priorities).</p> <p>8.2. Action plans are developed for scientific works in Higher education institutes.</p> <p>8.3. At least 200 man/months of exchange in international higher education institutes and research institutions.</p> <p>8.4. The schemes and funds for supporting scientific work are made functional.</p> <p>8.5. A study is implemented on innovation and technology capacities.</p>	<p>8.6. The action plan is implemented for scientific work in higher education institutes.</p> <p>8.7. At least 200 men/months of exchange are implemented in international higher education institutes and research institutions.</p> <p>8.8. Schemes and funds for supporting scientific work are fully operational.</p> <p>8.9. At least three programmes are developed in line with the recommendations of the study.</p>	<p>8.10. At least 200 men/months of exchange are implemented in international higher education institutes and research institutions.</p> <p>8.11. Schemes and funds for supporting scientific work are fully operational.</p> <p>8.12. At least six programmes are developed in line with the recommendations of the study.</p>
ACTIVITIES		
<p>8.1. Carry out a baseline study regarding research activities and draft an action plan for scientific work in Higher education institutes.</p> <p>8.2. Implement the action plan for research activities.</p> <p>8.3. Determine the time needed to spend in research activities and include it in the work contract of the academic staff.</p> <p>8.4. Determine standards for awarding researchers delivering outstanding scientific work.</p> <p>8.5. Financing researchers for international exchange programmes in research (topics relevant for development of Kosovo).</p> <p>8.6. Draft a study on capacities in the field of innovation and technology.</p> <p>8.7. Develop programmes in line with recommendations of the study.</p>		

HE 9: By 2014 a system is in place and implemented for increased internationalization of higher education and research that is equitable and gender sensitive.		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
<p>9.1. At least 10% of programmes in Higher education institutes organize one course with guest visitors (block lectures to cover on course or part of a course).</p> <p>9.2. 10% of the staff of Higher Education institutions (HEIs) is supported to present research results in international conferences.</p> <p>9.3. 10% of academic staff each year participate in academic mobility programmes (excluding international conferences); there are at least 100 months of consolidated mobility's;</p> <p>9.4. Each year, PhD students of HEIs participate in at least 30 months of academic mobility.</p>	<p>9.5. 50% of study programmes offer at least one optional course in English language.</p> <p>9.6. At least 10% of study programmes in Higher education institutes organize one course with guest teachers (block lectures for one course or part of one course).</p> <p>9.7. 15% of the staff is supported to present research results in international conferences.</p> <p>9.8. 15% of academic staff of HEIs each year participates in academic mobility programmes (excluding international conferences); there are at least 150 months of consolidated mobility.</p> <p>9.9. Each year, PhD students of HEIs participate in at least 60 months of academic mobility.</p>	<p>9.10. At least 5% of master programmes are offered in English language.</p> <p>9.11. At least 20% of study programmes in Higher education institutes organize one course with guest teachers (block lectures for one course or part of one course).</p> <p>9.12. 20% of the staff is supported to present research results in international conferences.</p> <p>9.13. 20% of academic staff of HEIs each year participate in academic mobility programmes (excluding international conferences); there are at least 200 months of consolidated mobility.</p> <p>9.14. Each year, PhD students of HEIs participate in at least 90 months of academic mobility.</p>
ACTIVITIES		
<p>9.1. Develop regulations to support mobility of academic staff and students.</p> <p>9.2. Offer support for mobility of academic staff and students.</p> <p>9.3. Offer incentives to organize instruction in English language.</p> <p>9.4. Develop master programmes in English language.</p>		

HE 10: By 2016 there is increased space and modernization of environment for studies and scientific research work.		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
<p>10.1. Basic standards are set for: space, ICT, laboratories, workshops, books, access to scientific journals based on the number of students and on the need to ensure quality teaching and research.</p> <p>10.2. 16000 m2 of space are built and 4,000 m2 are renovated for the needs of Higher education institutes.</p> <p>10.4. Libraries are supplied with more items and access to international electronic libraries is provided.</p> <p>10.5. Technological infrastructure is strengthened and updated in all academic units of Higher education institutes.</p>	<p>10.6. 41,000 m2 of space are built and 12,000 m2 are renovated for the needs of Higher education institutes.</p> <p>10.7. Libraries are supplied with more items and access to international electronic libraries is provided.</p> <p>10.8. Technological infrastructure is strengthened and updated in all academic units of Higher education institutes.</p>	<p>10.9. 61,000 m2 of space are built and 20,000 m2 are renovated for the needs of Higher education institutes.</p> <p>10.10. Research capacities are increased in relation to the number of students in academic units of Higher education institutes, (academic and research units in Higher education institutes are made functional and upgraded).</p> <p>10.11. Libraries are supplied with more items and access to international electronic libraries is provided.</p> <p>10.12. Technological infrastructure is strengthened and updated in all academic units of Higher education institutes.</p>
ACTIVITIES		
<p>10.1. Carry out studies on the state of infrastructure and basic standards are set on: space; ICT; laboratories; workshops; books; access to scientific journals related to the number of students and to the need for quality assurance in teaching and research.</p> <p>10.2. Build and renovate physical infrastructure in Higher education institutes.</p> <p>10.3. Create new laboratories and supply them with equipment and infrastructure.</p> <p>10.4. Supply libraries and ensure access to electronic libraries.</p> <p>10.5. Supplying and installing new information technology in academic units.</p>		

Financial Summary

The development and resulting recurrent costs for this sub-sector have been calculated as follows:

Table 5.6: Financial Summary for Higher Education

Sub-sector and target	2011-2016 development cost	2011-2016 recurrent costs	2011-2016 total cost	Annual recurrent costs beyond 2016
1 Legislation	158,000	0	158,000	0
2. Participation	550,000	54,313,720	54,863,720	16,342,000
3. Equity	7,000	1,077,000	1,084,000	247,400
4 Labour Market	17,000	0	17,000	0
6. Income generation	60,700	112,800	173,500	37,600
7. Quality Assurance	7,600	138,780	146,380	34,400
8. Research, Innovation and Technology transfer	157,000	110,000	267,000	30,000
9. Internationalization	47,000	3,560,000	3,607,000	872,500
10. Infrastructure	27,207,000	8,790,000	35,997,000	2,630,000
Total	28,211,300	68,102,300	96,313,600	20,193,900

Major costing elements relate to:

Participation

Expanded participation in higher education has been estimated for several different measures including:

- Increased enrolment towards existing programmes to the level of 4,000 students each year;
- Establishing new higher education institutions;
- Establishing a new study programme with a student population of 2,400 by 2015.

Recurrent costs for the expansion have been calculated at a standard cost of 600 € per student and year. An additional number of 500 academic staff has also been estimated at 8 400 € p.a. each by 2015. Costs are also include for scholarships to 500 students annually at 800 € pa each.

Infrastructure

To expand participation in higher education the following main costs have been estimated:

- New buildings and renovation of existing infrastructure – in total 61 000sqm new buildings and 20 000sqm need renovation. The resulting maintenance and utility cost has been estimated to 2,5Mn € per annum for the new buildings. (33€ per sq. m for utility cost and 2 % of the construction cost for continued maintenance);
- Building and equipment of new laboratories – 5 laboratories built and equipped over a five year period at a cost of 2Mn € each. Recurrent cost implications for maintenance and annual replacement of equipment for all five – 1Mn € per annum;
- Building of five well equipped libraries per annum at a cost of 200 000 € each. No recurrent cost has yet been included.

5.6 Adult Education & Training and Non-Formal Education (AET)

The Government of Kosovo recognises the need to develop, streamline and strengthen adult education to ensure that all eligible persons get opportunities to improve their status and education levels in Kosovo society. Well-educated citizens are a key issue for sustainable development, an important element for economic development and a democratic society. We will need to gain insight into the education needs of the individuals, organisations and the labour market and wider society in Kosovo. To develop this vision, we will need to ensure adequate resourcing; finance; human and material resources and creating a culture of learning by increasing and improving equitable opportunities.

The provision of quality education for the adult education target group will contribute to the creation of a life-long learning society and improve people's livelihoods and contribute to economic development of Republic of Kosovo. The link between adult and non-formal education and formal education in Kosovo will be strengthened and the strategy recognises the need for formal institutions to open their doors to improve equitable opportunities for many outside the formal system.

The sub-sector strategy recognises the need to develop a partnership approach. This will require clarification of institutional roles and responsibilities towards adult learning of various Government and civil society organisations. It also calls for greater co-operation between institutions and clearer and effective administration arrangements for strengthening the linkages and cooperation between core institutions in offering services. The approach to adult learning that is adopted in this strategy is based on dialogue, consensus and partnership between the main Kosovo stakeholders: Ministry of Education, Science and Technology; Ministry of Labour and Social Welfare; Ministry of Youth; Ministry of Trade and Industry; Kosovo Trust Agency; social partners represented through the Kosovo Chamber of Commerce (OEK) and the Federation of Trade Unions of Kosovo (BSPK), as well as the civil society.

Challenges

Some of the key challenges faced by adult education sub-sector are:

Improve links with the economy and employment - Adult Learning and non-formal education are not currently high enough profile. The fundamental step in enhancing employment prospects and potential is through strengthening the academic skills development.

Allocate sufficient budget to adult learning and non-formal education to enable access and equity goals. Adequate and predictable financing of the sub-sector is essential for improved access, equity and quality in the adult learning sub-sector, particularly for non-salary expenditure items.

Raising awareness of adult learning and education – put on the political agenda in the reform process in Kosovo requires additional efforts from all actors involved, in terms of new skills for building trust and

reconciliation between divided communities, as well as new as new areas for economic development and cooperation.

Building working partnerships between Government and the social partners - an essential element in the strategic development and implementation of adult learning.

Improve data collection for baseline information that contributes to EMIS. Any current data collection is uncoordinated and the system of data collection, processing and dissemination needs improving for planning and implementation of the sub-strategy.

Improve access of adults to post-secondary education. A huge gap is created due to absence of post-secondary provision, because adult and non-formal education mainly is done by secondary education and training institutions. The use of television, e-learning and radio needs to be explored.

Certification and accreditation arrangements are unclear and diverse. A qualification without clear framework makes adult and non-formal training non-attractive. The qualification process should also be seen as an opportunity to enhance cooperation of different stakeholders.

Improved co-operation and linkages with and make greater use of existing VTC and VET schools resources (MLSW and MEST) for similar training programmes.

Overall Objectives

The overall objective of adult education is to:

To create an enabling environment and ensure partnership with civil society that youth and adults have access to quality basic learning opportunities, for increased knowledge and competences of the adult population and accounting for women, disadvantaged and minorities for equitable access to quality training, thus contributing to the creation of life-long learning society and improvement in people's lives.

Priorities

The adult sub-sector priorities focus on the following key areas: access and equity; quality enhancement; improved partnerships; capacity enhancement and development and post literacy and continuing education supporting life-long learning.

- A sustainable legal framework for adult education put in place, including a definition of the role of the various actors, financial obligations and a clear definition of the concrete rights of citizens for adult education, regulation on standards and their monitoring.

- Co-operation in planning and organisation between different ministries such as education, labour, social security and economy is improved.
- Develop sustainable links to social partners and civil society to be established.
- Design a strategy for providing post-literacy and continuing education opportunities to the adult population within the framework of the creation of an equitable and life-long learning society.
- Special attention for the needs of marginalised groups.
- Broaden the scope of adult education beyond employability so that individuals are able to satisfy their economic, social and personal needs in education.
- Put in place, a system which recognises the result of non-formal and informal learning.
- Support research and publication on adult education.
- Review and modularise the curriculum and core learning material to support and develop alternative programmes to meet the needs of out-of-school youths and adults who are unable to benefit from formal education in order to support basic learning, essential life and working skills.

Cross - cutting Issues and Linkages

Opportunities will be made available for those outside the formal system of education to learn new skills and knowledge through a system of continuous education. Learning opportunities will be community-based and seek to improve people's lives to the greatest extent possible. In light of the important development outcomes and effect on the overall well-being of the family, particular emphasis will continue to be placed on the learning needs of women and minority groups.

There are numerous examples of successful initiatives aiming to offer adult education to women and girls in both urban and rural areas. The Government of Republic of Kosovo, MEST in cooperation with development partners, non-government and local organisations has been successfully implementing non-formal education programmes for more than 2000 women and girls in 130 centres throughout Kosovo. It offers basic education for illiterate women and girls throughout Kosovo. This initiative will be mainstreamed to support skills training for income generation for women, including processing, marketing and basic business skills.

The Kosovo Pedagogical Institute Report on A& NFE activities undertaken by MEST/Vocational Schools in the period 2005-2008 shows that approximately 28 per cent of the trainees were women. There is little or no accurate information on Policy Objectifying minority participants, whereas the Serb Community

does not participate in the Kosovo education system. A number of private providers offer adult training in Kosovo.

The services of public vocational training system under MLSW see as priority groups young unemployed people, unemployed women, as well as unemployed people from minority communities and people with special educational needs. According to the MLSW statistics the number of trainees from minority communities is between 4 and 5 per cent and the number of trained women approximately 40%.

The curricula and vocational training is provided in Serbian language for Serb Community in the areas where they live. Among eight permanent VTCs one is situated in North Mitrovica (Doljane, Zvecan) where predominantly Serbs are living, and in order to Policy Objective minority communities MLSW has established mobile training centres in Rapotovo (Gjilan), Gracanica and Dragash. The `Don Bosko` Centre in cooperation with development partners is providing vocational training for RAE community from Plemetin (Obiliq) and Fushe Kosove.

Targets

AET 1.	By 2016 all laws and regulations on adult education are reviewed, approved and implemented.
AET 2.	By 2016 develop a functioning system of AE and NFE.
AET 3.	By 2014 sufficient administrative, professional and research capacities are built to the AE and NFE.
AET 4.	By 2016 there is full provision of quality and effective services in AE and NFE.
AET 5.	By 2014 coordinated efforts between MEST and MLSW, MTI and MKYS, social partners and municipalities (with substantial minority communities and groups at risk) in the field of AE are established.
AET 6.	By 2014 sustainable and efficient financial support is provided for AE and NFE.

AET 1: By 2016 all laws and regulations on adult education are reviewed, approved and implemented.		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
<p>1.1. Law is reviewed, amended and sent to parliament for approval.</p> <p>1.2. The law is approved and respective administrative instructions are issued.</p> <p>1.3. 13 Municipalities (pilot decentralisation) take direct responsibility for provision of AE.</p>	<p>1.4. All Municipalities take direct responsibility for provision of AE.</p> <p>1.5. The law is implemented and supports the development of AE programmes and structures.</p>	<p>1.6 AE is functional and integral part of the education system.</p>
ACTIVITIES		
<p>1.1 Review the Law on AE and harmonize it with other laws and EU legislation.</p> <p>1.2 Drafting and issuing relevant administrative instructions in harmony with laws.</p> <p>1.3 Defining the role of municipalities in the fields of AE by law.</p> <p>1.4 Capacity building in the municipalities to implement AE.</p> <p>1.5 The amended law is implemented and monitored.</p>		

AET 2: By 2016 develop a functioning system of AE and non-formal education (NFE).		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
2.1 A concept for an appropriate AE system based on social and economic needs is formulated.	2.2 Support Services established. 2.3 Monitoring system functional. 2.4 Communication system for AE is functioning.	2.5 A fully functional and operational adult education system.
ACTIVITIES		
2.1 Carry out a baseline study on social and economic needs. 2.2 Build an information system for AE integrated into EMIS. 2.3 Establish services for career counselling and orientation at the local level and make them widely accessible to all. 2.4 Establish linkages to the National Qualifications Authority (NQA). 2.5 Establish capacity for monitoring and evaluation of AE. 2.6 Incorporate data and information on professional development (MLSW) and carry out a training needs assessment in EMIS and Kosovo Statistical Institute. 2.7 Provide support and establishing networking of AE providers. 2.8 Develop a communications strategy for LLL.		

AET 3: By 2014 sufficient administrative, professional and research capacities are built to the AE and NFE.		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
3.1 Capacity building programme developed.	3.2 Building professional and research capacities on AE and NFE. 3.3 Develop links with service providers.	3.4 All administrative and professional staff of AE and NFE and services providers trained.
ACTIVITY		
3.1 Recruit and train staff for AE and NFE ensuring gender parity. 3.2 Draft and implement programmes for training of professionals and associates for teaching in AE institutions. 3.3 Build capacities for community based centres. 3.4 Develop centre for career guidance services. 3.5 Develop links and networks with service providers for AE career guidance. 3.6 Capacity building for administrators in municipalities designed and functional and gender parity achieved. 3.7 Train teachers in AE in adult education methodology. 3.8 Improve links with economy and labour markets. 3.9 Carryout need analysis of service providers and labour market. 3.10 Initiate and carry-out research studies in AE and NFE.		

AET 4: By 2016 there is full provision of quality and effective services in AE and NFE.		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
4.1 AE programmes developed within the context of life-long learning catering for the needs of different learners wishing to complete education and take part in continued learning.	4.2 65%of foreseen programmes implemented. Monitoring of the implemented programmes is in place. 4.3 Government to provide incentives for NGOs and CSOs to establish and manage alternative education programmes for out-of-school youths.	4.4 All implemented programmes are effectively monitored. 4.5 Report to the government about AE implemented.
ACTIVITIES		
4.1 Draft quality assurance framework for AE and NFE with measurable indicators. 4.2 Draft standards for professions in priority sectors of economy (together with MLSW, MTI and social partners – linkages with the VET sector). 4.3 Revise, upgrade and develop education and training programmes for literacy groups. 4.4 Revise, upgrade and develop and implement programmes for minorities, gender issues and persons with disabilities (groups at risk). 4.5 Revise, upgrade, develop and implement programmes for unqualified and semi-qualified persons (linked to the programmes of the MLSW). 4.6 Revise, upgrade, develop and implement programmes based on social and economic needs of the country (for instance, entrepreneurship). 4.7 Develop adequate programmes broadcasted in the media as providers of education services for adults (TV, radio etc.). 4.8 Develop and implement programmes for increasing awareness of the population on importance of AE and NFE.		

AET 5: By 2014 coordinated efforts between MEST and MLSW, MTI and MKYS, social partners and municipalities (with substantial minority communities and groups at risk) in the field of AE are established.		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
5.1 Common policies, programmes and responsibilities on AE and NFE are developed and planned between MEST, MLSW, MTI, MCYS, KCC, and Federation of Kosovo Independent Unions (FKIU).	5.2 Joint agreements between partners are signed and implemented.	5.3 Implementation of joint agreements is monitored.
ACTIVITIES		
5.1 Build cross-sector task forces including social partners for developing common policies (MEST, MLWS, MTI, MCYS, KCC, and FKIU). 5.2 Draft and sign different agreements for implementation. 5.3 Joint planning for given groups and programmes of mutual interest. 5.4 Setting of responsibilities for given Policy Objective groups and programmes. 5.5 Coordinate activities and policies between ministries.		

AET 6: By 2014 a sustainable and efficient financial support is provided for AE and NFE.		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
6.1. An adequate formula is developed and included in the law for sustainable financing of AE and NFE.	6.2. Budget is allocated and financing according to the new formula is implemented for AE and NFE.	6.3. Private sector involvement is ensured for financing of AE.
ACTIVITIES		
6.1 Carry out an analysis of good practices in financing of AE in EU countries. 6.2 Include private sector (employers and employees) in finding a common formula for financing of AE and NFE. 6.3 Develop an adequate concept for sustainable and efficient financing of AE involving the contribution of the private sector.		

Financial Summary

The development and resulting recurrent costs for this sub-sector have been calculated as follows:

Table 5.7 Financial Summary for Adult Education

Sub-sector and target	2011-2016 development cost	2011-2016 recurrent costs	2011-2016 total cost	Annual recurrent costs beyond 2016
1. Legislation development	28 100	0	28 100	0
2. Adult learning system management	1,326,400	1,219,250	2,545,650	345,890
3. Capacity building	1,134,000	264,800	1,398,800	73,700
4. Provision of services and quality assurance	126,250	900,000	1,026,250	150,000
5. Partnerships	35 750	0	35 750	0
6. Financing adult learning	73 400	0	73 400	0
Grand total	2,723,900	2,384,050	5,107,950	569,590

Major costing elements relate to:

Adult learning system management

The establishment of career guidance centres in all 38 municipalities using existing buildings, but with a new staff component of two employees at 350 € per month.

Provision of services and quality assurance

The annual provision of leaflets and information materials to prospective learners at 20, 000 to 40, 000 leaflets at 5 € each per annum.

5.7 Information & Communication Technology (ICT)

Information and communication technology will be utilised and continually adapted to improve access, quality and equity in the delivery of education services. In addition, ICT has considerable potential to support the inclusion goals and expansion of education and in general, making sharing of globalisation of knowledge creation and being accessible to the Kosovo population. Main policy documents support these ideals and ICT is considered as a cross - cutting strategy that can substantially contribute to the realisation of KESP objectives.

The overall goal of MEST is to fully develop and integrate ICT infrastructure and technical support needed to implement and sustain modern pedagogy. With the help of the development partners' progress is already being made in further developing the Education Management Information System (EMIS) and also in the provision of and development of computers in education. MEST aims to modernise and strengthen the technology infrastructure in all schools and administration units.

Progress has been made in developing an e-government strategy (2010-2015) developed by the Ministry of Public Administration and will inform the development of an overall education ICT strategy that will govern ICT in public education²¹. The ICT Strategy will aim to continue the process of introducing ICT in all institutions and developing the general infrastructure and essential services (in terms of management, connectivity, data security, and support – see priorities below) and make substantial progress in extending the number of persons who will be able to access the technology. Thus, the e-learning strategy is an important part of the overall ICT strategy and will embed web-based learning in such a way as to utilise appropriate pedagogical, technological and organisation features into learning. There are three steps in embedding ICT in our education as follows:

1. Developing the ICT Infrastructure and services;
2. Learning to use (teachers and learners);
3. Use to learn.

The sub-sector strategy addresses a number of core areas:

- Legal and regulatory framework
- ICT infrastructure
- Curriculum development and integration
- E-learning
- On-line content and software

²¹ e-Learning Strategy 2010-2015.

- Capacity building
- Sustainability and maintenance
- Monitoring and evaluation

Challenges

A main challenge is to embrace ICT as a means of innovation and knowledge sharing. Important is the introduction and implementation of e-learning as an effective learning tool. A number of issues and challenges have been identified which will have far reaching impact in the success or failure of the bid to introduce ICT in education. Issues and challenges that need to be addressed include:

- Adopting and implementing an education ICT strategy that incorporates the E-Learning Strategy that is currently under final revision;
- Funding for procurement of equipment and infrastructure;
- Maintenance and Sustainability of ICT infrastructure;
- Management and running of ICT in schools and institutions;
- Designing appropriate management structures to support implementation;
- Determination of the level of literacy desired at each level of education;
- Human resource development for an ICT based education;
- Affordability of access to ICT facilities by students and parents;
- Problems of ensuring equity in implementation,
- Standardisation and revision of the education curriculum to reflect the integration of ICT in education.
- Suitability and quality of the learning offered contributes to increase the employment rate.

In the current situation where increasing student population and the demand for quality education have put some pressure on the already limited resources of government, it is imperative that we find other ways of funding and providing the needed technical support to increase the quality in education.

The aim is for the education system to build the capacity to use ICT, beginning in the classroom. Learners must master the use of ICT in the learning process as well as the technology and language of ICT. Teachers need to be trained to take advantage of enhancing student learning through taking part in professional development opportunities to enable learners to use ICT as a resource for learning and to be able to practice good e-pedagogy as a resource for teaching and communication. The importance of having an overall policy and strategic framework for ICT in education cannot be over emphasized that take in the priority actions listed in the next section.

Overall Objective

The general principles which guided the identification of the key areas of the strategies are:

- Promote the development and use of ICT to enhance teaching and learning and expand access to education on equitable basis;
- Promote ICT initiatives that will transform the culture and practices of traditional memory based learning to education that stimulates thinking and creativity;
- Initiate and promote educational practices that cater for individual differences and learning styles based on equitable access.

The overall objectives of the ICT sub-sector programme are to:

- a) Support and enhance the learning process of all by effectively integrating ICT and strengthening and adapting the use of ICT in the education sector to enhance inclusion and equity goals and with appropriate attention given to curriculum and education development.
- b) A longer term objective will be to develop a clear understanding of the issues and opportunities presented by opportunities offered by ICT, create new approaches to teaching and especially learning in conjunction with the competence based curriculum across all sub-sectors.

Priorities

- Developing an overall Education ICT Strategy that incorporates the E-Learning Strategy.
- The creation and provision of adequate ICT infrastructure.
- Training and upgrading teacher skills in ICT.
- Raising community awareness on the importance of ICT.
- Utilizing ICT facilities in teaching and education management.
- Integrating ICT in education content and curriculum.
- Developing Connectivity and Network Infrastructure in educational institutions.
- Pedagogical Legal and Regulatory Framework.
- Developing research and development of ICT in education.
- Monitoring and evaluating the system.

Cross-cutting Issues and Linkages

Information and communication technology will be utilised and continually adapted to improve access, quality and equity in the delivery of education services. In addition, ICT has considerable potential to support the inclusion goals and expansion of education and in general, making sharing of globalisation of knowledge creation and being accessible to the Kosovo population. Main policy documents support

these ideals and ICT is considered as a cross-cutting strategy that can substantially contribute to the realisation of KESP objectives.

It is expected that the deployment of ICT will result in the creation of new possibilities for learners and teachers to engage in new ways of learning and utilising knowledge and information. ICT will enhance access to education and improve the quality of delivery on an equitable basis. The use of ICTs in education always involves choices about resource allocation. The drive for additional resources results from prior access to information and resources. The technically able and well equipped can often make more compelling cases for re-equipping than those who have poor or no resources. Technology tends to amplify advantage. It is for this reason that the principle of equity will be emphasised and inform our approach and provide an alternative basis for supplying access to information and the allocation of resources, having in mind that Kosovo have different ethnic groups.

ICT in education has the potential to enhance equity and provide equal access and develop competences for all its citizens-. A technology baseline will therefore be developed to address the issue of equity. The utilisation of a country-wide e-readiness survey will be relevant to inform the decisions necessary to address the issue of equity.

Often, special educational needs education is not adequately taken care of because of the difficulty of providing special systems regarding equipment for children with disabilities of all sorts. Wherever possible means will be sought to procure such equipment but it is often the case that cost levels are quite prohibitive.

Targets

ICT 1.	By 2011 an ICT Strategy is in place and operational.
ICT 2.	<p>By 2016 the provision of adequate infrastructure for ICT.</p> <ul style="list-style-type: none"> • Adequate physical environment is accessible to all for application of ICT in the education system by 2012. • Adequate ICT equipment for all, including for persons with special educational needs. • Infrastructure with a central open software platform for application in the system of education by 2012. • Establish and make functional a sustainable system for ICT maintenance by 2015.
ICT 3.	<p>By 2016 development of human resources capable of applying ICT.</p> <ul style="list-style-type: none"> • Human resources capable of applying ICT in respective categories. • Carry out technology baseline developed to address the issue of equity. • Teachers to develop and utilize electronic contents. • Development of ICT knowledge and skills. • An organized community of experts for enhancing and developing capacities needed to keep up with new trends in ICT.
ICT 4.	<p>By 2016 draft curricular is in place that integrates the use of ICT and e-Learning aligned with international standards.</p> <ul style="list-style-type: none"> • Inclusion of e-Learning in the Curricular Framework by end of 2011/2010. • Development of standards of content and electronic forms and their harmonization with international standards by end of 2011/2010. • Development of all subject curricula in line with standards and their harmonization with integrated eLearning in 2011-2013. • Modification and digitalization of contents and adjustment of instruction resources for eLearning by end of 2011. • Setting up of mechanisms for continuous monitoring and improvement of e-Learning curricula in 2011-2016.

ICT 1: By end of 2011 an ICT Strategy in place and operational.		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
1.1 ICT Strategy is developed and operational.		
ACTIVITIES		
1.1 Review status of regulatory framework 1.2 Establish status of ICT in education through SWOT and PESTEL exercise 1.3 Develop possible options and timeframes		

ICT 2: By 2016 the provision of adequate infrastructure for ICT is in place.		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
<p>2.1. Providing physical environment that allows use of ICT up to 50%.</p> <p>2.2. Providing (client - desktop) equipment up to 40%.</p> <p>2.3. Central software platform, implemented up to 70%.</p> <p>2.4. A sustainable and functioning maintenance system to extent of 20%.</p>	<p>2.5. Providing physical environment that allows 100% use of ICT.</p> <p>2.6. Providing (client - desktop) equipment up to 80%.</p> <p>2.7. Central software platform, implemented up to 100%.</p> <p>2.8. A sustainable and functioning maintenance system to extent of 50%.</p>	<p>2.9. Providing (client - desktop) equipment up to 100%.</p> <p>2.10. A full sustainable and functioning maintenance system established.</p>
ACTIVITIES		
<p>2.1. Define standards for ICT classrooms - cabinets.</p> <p>2.2. Review existing spaces and adapt them for use of ICT.</p> <p>2.3. Define standards and requirements for the central and peripheral software, including needs of persons with disabilities.</p> <p>2.4. Develop and pilot software programmes contextualised for learning of various subjects in languages of all communities living in Kosovo and obtain accreditation.</p> <p>2.5. Customise a software system for management of electronic information and contents.</p> <p>2.6. Implement software and internet programmes for various subjects in all levels of education.</p> <p>2.7. Provide cabinets supplied with computers and other auxiliary equipment.</p> <p>2.8. Supply schools with PCs and lap-tops.</p> <p>2.9. Provide access to Internet and to the e-Learning platform for all policy objective groups.</p> <p>2.10. Promote use of ICT equipment.</p> <p>2.11. Define standards and procedures for maintenance of ICT infrastructure.</p> <p>2.12. Provide services for maintenance of equipment.</p> <p>2.13. Implement backup software for security and sustainability.</p>		

ICT 3: By 2016 development of all human resources capable of applying ICT.		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
3.1. 40% of teachers and students are trained to use ICT in the instruction process. 3.2. 50 % of the managerial is engaged in developing and making ICT functional. 3.3. 50% of staff is trained in maintenance of ICT system. 3.4 Technology baseline managed and results acted upon.	3.5. 70%of teachers and students are trained in using ICT in the process of instruction. 3.6. 90% of managerial staff engaged in developing and making ICT functional. 3.7. 90% of staff skilled in maintenance of ICT systems.	3.8. 100% of teachers and students are skilled in using ICT in the process of instruction. 3.9. 100% of the managerial staff engaged in developing and making ICT functional. 3.2.10. 100% of staff skilled in maintaining ICT systems.
ACTIVITIES		
3.1. Organize training, professional development and individual competences of education staff and students in the field of ICT in co-operation with the e-Learning Centre. 3.2. Provide educational managers with ICT facilities and carryout training for education managers. 3.3. Train human resources in development and maintenance of ICT infrastructure. 3.4. Provide training for teachers and students in basic ICT skills. 3.5. Carry out technology baseline and report on outcome. 3.6. Train individuals in exercising managerial responsibilities for implementation of ICT and eLearning in Kosovo and provide ICT exchange programmes at national and international level. 3.7. Train staff in maintenance skills. 3.8. Develop human resources in research skills. 3.9. Develop M&E system for ICT to integrate with EMIS.		

ICT 4: By 2016 draft curricular is in place that integrates the use of ICT and e-Learning aligned with international standards.		
MILESTONES		
Short term 2011-2012	Medium term 2013-2014	Long term 2015-2016
4.1. E-Learning is included in the Kosovo Curriculum Framework by end of 2011. 4.2. Develop training manuals and train curriculum and content developers on ICT skills.	4.3. Subject curricula are harmonised with the integrated e-Learning. 4.4. Digitalized contents and instruction resources and materials adapted to eLearning.	4.5. All contents of e-Learning are in line with international standards of e-Learning.
ACTIVITIES		
4.1. Include e-Learning in Kosovo Curriculum Framework (KCF). 4.2. Develop new contents based on requirements of e-Learning. 4.3. Provide support for contextualization of international programmes in official languages in Kosovo. 4.4. Develop contents that address practical learning. 4.5. Carry out standardization of e-contents and their formats.		

Financial Summary

The development and resulting recurrent costs for this sub-sector have been calculated as follows:

Table 5.8: Financial Summary for ICT

Sub-sector and target	2011-2016 development cost	2011-2016 recurrent costs	2011-2016 total cost	Annual recurrent costs > 2016
1. Completion of Education ICT Strategy	25,000	0	25,000	0
2. ICT Infrastructure	29,651,700	28,454,200	58,105,900	5,858,200
3. Development of Human Resources	8,887,000	945,000	9,832,000	57,000
4. Development/adaptation of curricula and content	4,681,000	369,600	5,050,600	61,600
Total	43,244,700	29,768,800	73,013,500	5,976,800

- ICT Infrastructure

Main elements in the recurrent estimates include:

- 10 % of investment cost to maintain computer rooms, replace equipment when out-dated – support, license and security measures, in total 5,8 million € per annum.

5.8 Capacity Building for MEST and Central Agencies

An analysis of capacity building needs for the Ministry of Education, Science and Technology and some other central agencies and councils has been carried out. It has been based on the plans for sector developments and reforms, management interviews with a number of MEST and education sector agencies' managers, and a staff survey to all staff at MEST, the Kosovo Agency for Accreditation and the inspectorates of Prishtina and Prizren.

The picture emerging from the study is of a new central organization with highly ambitions and plans, operating in a sector with enormous challenges and needs, substantial external support and many critical and on-going reforms. The central organization has many structural weaknesses; the incentive structure, management structure and new organization are some. The strategic planning for the sector needs to be improved and the Ministry needs to fill its supportive and oversight function for the sector.

In terms of financial overview and resource planning for the sector the Ministry needs to play a more prominent role. Some important functions, such as for vocational training and research and development for Higher Education are poorly represented or absent in the central structures. Also the lack of or poor administrative procedures and the absence of human resource development policies and plans are hampering operations. The financial management capacity has also been identified as a major weakness.

Still on the positive side is an ambitious management, the potential of employees that may not yet be fully utilized, the many positive reform efforts, the support from external partners and many international counterparts and exchanges. This also means that there are opportunities to remedy weaknesses and build the capacity of the ministry and agencies in a professional way. A detailed analysis and report from the studies has been presented in a separate document.²² The main areas of support have been summarized under the following headings or themes:

- Organizational streamlining and more in-depth functional adjustment of MEST- development of detailed functional descriptions, estimate work volumes, define job descriptions, determination of salary levels, migration to the new organization and recruitment to vacancies;
- Development of the capacity of MEST to plan and budget for the Education sector; creation of posts of economists and planners at the major line departments in MEST, support to the EMIS function;

²² Capacity Development Programme for MEST and the Central Agencies (2010).

- Development of processes, routines and functions for MEST internal planning and financial management; including work planning, budget preparation and execution, payment, financial reports and book-keeping, procurement and internal audit;
- Development of processes, routines and functions for human resource management; including incentives and salaries, payroll, staff registry, recruitment, promotion, job descriptions, leave, equity, health hazards and accidents, registry and archive;
- Development of a function, processes and routines for human resource development; annual career planning and assessment, assessment of training needs and supply, preparation of an annual training plan, implementation and assessment of training efforts and performance;
- Implementation of identified prioritized training requirements; including a programme for the new management team at MEST, introduction for new employees, sector related skills such as for curriculum development, policy and legislation drafting, monitoring and evaluation, education economics, administrative skills such as in financial management and HR and IT skills.

Financial summary

The development and some resulting recurrent costs for these efforts have been calculated as follows:

Table 5.9: Financial Summary Capacity Building for MEST and Central Agencies

Sub-sector and target: Capacity Building for MEST and Central Agencies	2011-2016 development cost	2011-2016 recurrent costs	2011-2016 total cost	Annual recurrent costs > 2016
1. Policy Development and Capacity Building Advisor	97 740		97 740	
2. Implementation of organizational structure for MEST	10 018		10 018	
3. HRM policy and process development	144 348		144 348	
4. Human Resource Development Function	141 708		141 708	10 000
5. Support to develop MEST financial management function and procedures	134 585		134 585	10 000
6. Planning, Monitoring and reporting of sector performance	134 585		134 585	
7. Training and capacity building for central staff ²³	814 250		814 250	
Total	1 477 233		1 477 233	20 000

²³ Item 7 has been calculated on the basis of an average of one week training/capacity building per annum for each of the 230 employees over a three year period at 75 € per day plus some management and other generic education skills training.

CHAPTER 6: IMPLEMENTATION ARRANGEMENTS

Ministry of Education, Science and Technology has recognized the education system governance and management needed on-going improvement to be effective and efficient and support the national objective of inclusion, quality service delivery as well as equitable access to institutions. In this regard, a functional review was commissioned and a new organizational structure has been established (May 2010).

6.1 Management of KESP 2011-2016

KESP represents the umbrella of policies, strategies and targets for the whole of the education sector. The sector approach recognises that the management and development of the sector is a continuous process over the lifetime of KESP involving MEST, institutions and development partners and other partners.

It is intended that KESP will be implemented through the **Annual Implementation (Operational) Plan** to be developed by MEST which will be projected forward on a five-year rolling basis as a medium-term strategic plan within KESP framework. The PAF will monitor this operational environment and provide inputs into the continued direction and priorities of the process.

The effective implementation of the Strategic Plan will require a well-established organizational support structure and mechanisms, with clear lines of responsibility, authority and accountability at central as well as at the municipality levels.

MEST will set-up an overall **KESP co-ordination unit** headed by the Minister of Education, Science and Technology supported by an executive working group consisting of department and directorate heads, which will ensure general management and coordination. This executive group will include the following tasks²⁴:

- a) oversee the entire implementation process making sure that the Ministry operational structure is fully supportive of the achievement of the Strategic Plan milestones and targets;
- b) ensure that the Strategy serves as the overall framework for education under which all support will be guided;
- c) ensure that a Performance Monitoring Framework (PAF) is adopted and in place and ensure that the PAF is constantly revised and adjusted to match current context;

²⁴ Terms of Reference for the group will need to be developed.

- d) ensure that the components of the education system are met;
- e) ensure that the inter-linkages and cooperation between the different key line Ministries is managed.²⁵

A **Steering Committee** group will be set up to manage the sector strategy and take part in developing annual implementing planning of MEST.

Technical working groups will be established. Each sub-sector working group will be headed by the respective MEST director and members will be drawn from MEST, development partners and civil society and elected members. Wherever possible, these groups should be composed of equal numbers of women and men and representatives of the marginalised groups and others. If not equal numbers, MEST will try to create a critical mass – large enough to make any under-represented group heard in regard to cross-cutting issues. Terms of reference for each of the management groups will be developed.

6.2 Key Support Functions - The Central Agencies in Education - organizational structure and responsibilities

The Ministry of Education, Science and Technology (MEST)

The detailed staffing structure and division of current staff has not yet been finalized and some of the leading positions are still to be filled (June 2010). Some limited opportunities are expected to exist to recruit staff to new positions in the new organization in line with the Mid-Term Expenditure Framework. The new structure puts the ministry in a better position to co-ordinate efforts within the three main directorates – for Higher Education, Pre-university Education and General Administration - and the different departments within these, as compared to the previous organizational set-up. The creation of departments for Vocational Education and Training and ICT safeguards focal points for co-ordination and implementation of these strategies. Included in the central structure is also the Education inspectorate with a central department with 7 staff members and 57 staff members placed in seven regional inspectorate offices.

²⁵ It will also be necessary to establish appropriate mechanisms to ensure effective intra-governmental coordination with at least the following: (i) Ministry of Labour and Social Welfare (ii) the Ministry of Finance and (iii) other line Ministers implementing complementary actions to the ones planned by the Ministry of Education of Science and Technology.

In all MEST has a staff component 2009/10 of 196 staff members - 139 of which at MEST headquarters, and 57 in the regional inspectorates. There are also five didactic centres providing for regional didactic facilities, mainly used for teacher training. These have a total of 13 staff members. Hence the central organizations include 213 staff members, but 77 of these are either working in the regional inspectorate or didactic offices, or the other entities at the centre.

In addition to the permanent staff listed there are the positions at MEST of the political positions of a Minister and two Deputy Ministers. There are also 6 political advisors of the Minister.

Kosovo Accreditation Agency (KAA)

Kosovo Accreditation Agency (KAA) has one Director and three administrative staff members. The agency has a Board (National Council of Quality Assurance) with 9 members, three of which are foreign experts (from UK, US and Austria); five of the national members represent different academic fields and one the industry. The agency utilizes 60 international experts to carry out assessments for accreditation of tertiary level institutions including some Higher Vocational Schools and Higher Technical Schools (level 4).

The National Qualifications Authority (NQA)

The National Qualifications Authority has been established in December 2009, under the provisions of the Law on National Qualification (03/L-060) to develop policies and strategies for the establishment and implementation of the National Qualifications System. NQA is mandated to develop and maintain a comprehensive framework of qualifications and regulate the awarding of VET qualifications in the Framework.

NQA staff has been appointed and the NQA Governing board has been established. NQA consists of 6 staff members: director, expert for qualification, expert for quality assurance, expert for standards, expert for research and development and support staff. A NQA Governing Board has a decision-making role and consists of 13 members representing all the relevant stakeholders: ministries, social partners and universities. Currently, NQA is establishing procedures for the detailed processes and policies for the validation of qualifications and for the accreditation and monitoring of institutions delivering VET qualifications. Piloting the validation of qualifications and accreditation of the institutions will start by the end of the 2010, while NQA will be fully operational in 2011.

Councils

There are nine Councils, namely:

- **State Council for Teacher Licensing** - is a 15 member expert group charged with establishing a fully-fledged teacher licensing in Republic of Kosovo including system for accreditation of in-service programs and for teacher performance appraisal;
- **State Council for Curricula and Textbooks** - is an ad-hoc expert council established to drive the process of the development of the New Kosovo Curriculum Framework;
- **State Central Commission for Matura** - is a supervisory, advisory and decision-making body on all issues related to the State Matura established by the Minister pursuant to the Law on Final Exam and State Matura Exam;
- **Council for Vocational Education and Training for Kosovo (CVET)** - is a tripartite multi-sector advisory body and consists of 15 representatives of the Government of Kosovo and Social Partners established pursuant to the Law on Vocational Education and Training;
- **Committee of Parents' Council** - Pursuant to the Law on Primary and Secondary Education the functions of the KEPC are to represent the interests of parents, make representation to MEST on any aspect of primary or secondary education in Kosovo and be the main channel of communication and consultation between the Ministry and parents;
- **State Council of Higher Education** - is an advisory body established by the Minister of Education to provide input on the higher education reforms;
- **National Research Council** - is the main policy making body of Research in Kosovo appointed by the Kosovo Assembly based on the Law on Scientific Research;
- **National Council for Recognition;**
- **Scientific Council of MEST.**

The first two of these councils have been created by MEST through administrative instructions and have advisory status to the ministry. The National Research Council and MEST Research Council have been established in harmony with the provisions of the Law on Scientific Research. The National Research Council reports directly to Parliament. The councils do not have any permanent staff, but constitute decision-making or advisory councils to the Minister or Parliament with a chairperson and other appointed council members, and receive administrative support from MEST. As an example, the State Council for Teacher Licensing was established 2009 by MEST and has 15 members, some of which work in MEST, some outside. The major role is to take care of and organize teacher licensing. There are no support structures apart from MEST's teacher training unit that has now been attached to the council.

Public Universities

Public institutions of higher education fall under the central government budget with their own budget line and enjoy a largely autonomous status in harmony with the Law in Higher Education and the Law on Education in the Municipalities.

There are two centres are connected to the Department for Higher Education; Centre for International Co-operation in Higher Education, Science and Technology and the Centre for Innovation and Transfer of Technology.

Research

The recently established National Research Council was created by law under Parliament. A national research programme and fund has been approved with an annual budget of 1 million €. Two institutes fall under MEST portfolio and have been established by law with research mandates: The Albanological Institute and the Historical Institute. There are only scattered in-country training programmes at doctorate level. The establishment of such facilities and programmes are however on the agenda for the Research Council programme, and external support and partnerships are sought for this.

Municipal responsibilities

Municipalities are responsible for pre-school, pre-primary, primary, and secondary education, the latter including vocational schools and gymnasiums. Municipalities operate their education responsibilities under a school directorate in each municipality. More than 80% of the education budget in municipalities is financed through the designated Education Grant in the state budget.

The financing of pre-university education is currently undergoing a decentralization reform, with five original pilot municipalities receiving funding for their schools including for salaries, instruction materials, school maintenance etc. Recently ten municipalities out of the total of 38 have been added to the pilot scheme. The funding is calculated according to a specific formula taking number of population, minority population and surface. Further decentralization also of funding for construction of new school buildings is planned for 2011. This devolution is by large a decentralization of powers from the municipal directly to the school level, which now receives their own budgets directly from the centre. MEST has the responsibility to supervise and propose changes in the funding formula, and the inspection that implementation is successful. Decentralization is also planned for school investments and maintenance – mainly from MEST to the municipal level.

Municipalities and schools are now empowered with full and exclusive authority for the development of education at the local level, including the building of school facilities, registration and reception of children, hiring and training of teachers, monitoring and reporting and setting fee levels. A new formula

for financing education in municipalities is at the heart of the new devolved responsibilities. This calls for focusing more efforts and resources at the municipal level, including for the development of human and institutional capacities at these levels.

The process of decentralization has shown how challenging it is to introduce changes in the Kosovo education system. Devolution of responsibility to the municipalities means that only standards, curriculum and student assessments are decided centrally. Current levels of staff members in the municipalities are low and they likely do not have the needed skills to perform their newly acquired responsibilities according to the new Law on Education in Municipalities.

Responsibilities for the implementation of KESP 2011-2016

The detailed responsibilities for the implementation of the different interventions and efforts suggested in KESP will need to be determined in connection with the financial analysis and prioritization exercise suggested and in connection with the Annual Operational Planning exercises. Also the clarification of the future organization of MEST will have an impact on these decisions.

6.3 Implementation Start-up

Implementation of Kosovo Education Strategic Plan will start in 2011.

A pre-implementation plan or Road Map with time lines and actions will need to be developed by MEST and partners to make early preparations for main implementation arrangements.

The early planning of Kosovo Education Strategic Plan (KESP) is critical for proper levels of co-ordination. This is especially so since there are organisational changes to the MEST and new managerial staff to bring up-to-date and new internal managerial practices to manage and implement KESP.

Donor Coordination: the start-up of efficient and effective donor coordination is critical to ensure adequate support for KESP. It will be necessary to accelerate the current initiatives for example; managing the way forward in respect to the ***Memo of Understanding*** that will be critical for the future support and funding of KESP. One important issue for the 2011 ***Joint Annual Review*** would be to discuss the PAF and the EMIS baseline data.

CHAPTER 7: MONITORING & EVALUATING EDUCATION SECTOR PERFORMANCE

7.1 Sector Performance Monitoring & Review Systems

MEST is introducing performance based management principles and procedures and together with the restructuring of the organisational set-up it is moving towards the adoption of evidenced-based planning linked to the MTEF and thus, moving toward greater accountability in the system.

A key element of the strategic plan is the strengthening of the Monitoring and Evaluation (M&E) structures to assess progress made in the sector, including data collection, reporting, timely publication and communication of results and initiatives, analysis and use in policy and decision-making.

MEST is also currently working with development partners to improve the capacity for performance information management (especially EMIS) and recognises the need for capacity building for sector performance reporting, especially for financial performance at the municipality level. Therefore a priority will be to strengthen the ICT based EMIS especially at the municipality levels.

Developing the Monitoring Framework

The design of an appropriate monitoring framework is an essential and integral part of the development and implementation of KESP 2011-2016. The monitoring system we are proposing will be based on the following main elements:

- **Monitoring Framework:** It will be necessary to define a more detailed Monitoring Framework for each of the priority programmes after an initial assessment of the start of the implementation phase.
- **Annual Implementation Planning:** The priority programmes framework will provide guidance to prepare specific Annual Implementation Plans. It will be necessary to adapt the original estimations made in this plan according to the effectiveness of the capacity building process of the Ministry and the available funding.
- **Establishing Baseline Data:** EMIS baseline data collected from 2010 will be used to provide the benchmarks against which future progress can be measured and a data set to assist in monitoring education sector performance.

Developing the Performance Assessment Framework (PAF)

MEST will build a **Performance Assessment Framework (PAF)** for the sector programme in conjunction with an improved EMIS system. The PAF is a mutually agreed framework for all stakeholders to measure progress on KESP 2011-2016. The core of the PAF is defining the assessment criteria for milestones or targets, strategy and programme level outcomes. Thus, the PAF will assess and report on KESP 2011-2016 at three levels – implementation milestones, sub-sector strategy and activity.

Performance indicators will be used by MEST, development partners and stakeholders as the primary measure of impact and outcomes against inputs when assessing education performance. Each priority sub-sector programme contains milestones or outcomes to be achieved by 2016.

Both KESP processes and outcome trends as described in the sub-sector log-frames will need to be assessed. The measurement of the achievement of the education outcomes and sector performance requires the development of a number of key indicators to periodically assess progress towards the achievement of KESP 2011-2016 targets (milestones) and the strategic objectives of each sub-sector. Monitoring the sector is formed from several monitoring components that include:

1. Policy implementation achievements and Issues;
2. Sector financing and issues;
3. Key sub-sector trends and issues;
4. Trends in learning and teaching standards and areas of concern;

The first two components (1 and 2) are policy and process issues. The policy monitoring matrix is shown overleaf in support of sector analysis.

Table 7.1: KESP 2011-2016 Policy Monitoring Framework

Dimension	Indicative Questions
KESP Outcomes	<ul style="list-style-type: none"> • How is the sector performing in terms of KESP policy objectives? • Is KESP on track to achieve these objectives? • For each of KESP priority objectives, what have been the main achievements over the year? • What are the main outputs that have been delivered by KESP over the year (based on the Annual Sector Implementation or Operational Plan)? • What reviews, studies and evaluations have been conducted and what results did they report? • Do the policy priorities of KESP need to be changed?
KESP Processes	<ul style="list-style-type: none"> • What is the proportion of financing by the government and development partners that is directly/indirectly/not linked to KESP priority policies? • How strong is ownership of KESP by different stakeholders? • To what extent are development partners using government systems of budget, expenditure, accounting, and reporting? What impact has this had? • How well do actual sub-sector budget shares match those projected in KESP? • What are the trends for spending on administration, sub-sector, non-salary at school level, and TA, as a percentage of ODA and what are the implications of this? • Public expenditure tracking survey for schools and education. • To what extent has donor coordination reduced the burden of donor management for MEST? • What progress has been made against KESP gender equality, pro-poor and inclusive education principles?

The last two components (3 and 4) are KESP core sub-sector indicators and are addressed by the core indicators shown in Table 7.2 and consist of verifiable indicators based on sub-sector targets.

The target indicators that are identified in Table 7.2 will be tracked regularly with the appropriate measures taken to ensure reliability and validity of the data for stakeholders at the centre and municipal levels. Every necessary policy action will be taken to ensure a quick response to trends seen in the data; senior management would be accountable for that timely response.

It will be necessary at an early stage of implementation KESP to review and if necessary to reduce the numbers and scope of KESP core sub-sector indicators and target indicators and to make them more manageable.

Table 7.2: KESP Core Sub-sector Indicators for the PAF (in conjunction with EMIS)

Code	Sub-sector Verifiable Indicator	Baseline 2011 (from KESP sub-sector programmes)	Annual Performance Targets (APT): based on Annual Implementation Plan targets	Assessment of annual performance against APT
PSE	Pre-School & Pre-Primary			
PSE1	NER of age-group in pre-primary by gender			
PSE2	NER of age-group in pre-school by gender			
PSE3	No of teachers reaching set number accredited training contact hours			
PSE4	No of licensed schools			
PSE5	No. of managers trained			
PSE6 (a)	No. of teachers trained for inclusive education			
PSE6 (b)	No. of in-service programmes delivered			
PUE	Pre-university education			
PUE1	No. of school and municipal managers trained by gender			
PUE2	No. of approved and implemented laws			
PUE3	No. of municipalities effectively managing finances			
PUE4	Per cent of school evaluations successfully carried out			
PUE5	Per cent of professional guidance services active			

PUE6	No. of schools implementing new curriculum			
PUE7	No. of teachers renewing licences and promotion rate by gender			
PUE8	No of vulnerable children of entering and remaining in compulsory education			
PUE9	No of students in upper secondary by gender			
PUE10	No of schools reporting and demonstrating improved health and safety levels in schools			
PUE11	No of schools operating in single shifts			
PUE12	No of schools receiving adequate resource material to support new curriculum			

VET	Vocational Education & Training			
VET1	No. of learners and training time attending practical experience in companies			
VET2	Number of vocational schools achieving financial and operational autonomy			
VET3	No. of CoCs integrated into mainstream VET			
VET4	Share and match of profile to employment skills			
VET5	Per cent of VET institutions with QA system			
VET6	Share of appropriate and completed curricula			
VET7	No. of trainees gaining employment after completion by gender			
VET8	No. VET programmes qualifying for accreditation			

TE	Teacher Education			
TE1	No of teachers undertaking TPD			
TE2	No. of TTU and inspectors and school principals completing school management training by gender			
TE3	No.of evaluations of TPD completed in schools			
TE4	Percent of data returns on training in data base			
TE5	No. of accredited TPD programmes			
TE6	No. of trainers for teacher development programmes by gender			
TE7	No. of teachers renewing licences and promotion rate by gender			
TE8	No. of schools with functioning TPD programmes			
TE9	Per cent of TPD programmes successfully monitored			
TE10	No. of teachers participating in regional and international TPD programmes by gender			
TE11	Per cent of teachers with prior learning accepted			
TE12	No. of TEI staff receiving PD training			
TE13	No. of research projects undertaken by department			

HE	Higher Education			
HE1	No. of approved regulations			
HE2	Per cent of 18-25 age group in HE by gender			
HE3	No. of ethnic, gender, age, religion, special educational needs and other social groups in HE by gender			
HE4	No. of study programmes meeting labour market needs			
HE5	Per cent of increase in HE institution budgets			
HE6	Per cent of additional resources generated by institution			
HE7	No. of hours training offered by CET by gender			
HE8	No. of scientific exchange programmes implemented			
HE9	No. of international oriented programmes by gender			
HE10	Per cent expansion of technical and scientific environment			

AE	Adult Education			
AE1	No. of laws and regulations reviewed, approved and implemented			
AE2	Per cent of functioning units for AE and non-formal education system			
AE3	Per cent of administrative and professional staff trained by gender			
AE4	Per cent of programmes monitored			
AE5	No. of joint agreements between partners			
ICT	Information & Communication Technology (ICT)			
ICT1	Status of ICT Strategy			
ICT2	Per cent of ICT provision for functioning system			
ICT3	No. of operators trained in all systems by gender			
ICT4	Per cent completion of integrated curricular			

MEST will produce a KESP Implementation Manual (PIM) as a living document that will be subject to revision, amendment and improvement, whenever required.

At the sector level, MEST will be responsible for co-ordination of sector performance review process, reporting to high-level stakeholders (line Ministries and development partners) and follow-up strategic review and negotiation process with stakeholders. The Municipality education offices will manage the technical aspects of sector performance monitoring drawing on impact and progress reports of the various programmes and support projects and other sources of information. A number of review missions would be co-ordinated and carried out with senior management staff and established research groups where appropriate. Performance and financial reports will be prepared in advance of the Joint Annual Sector Review.

The key policy performance indicators, especially on the dimension of equitable access, emphasise gender, social, urban/rural parity indexes instead of using gender and urban/rural enrolment numbers will be agreed. The Strategic Framework for the sector provides a framework for monitoring the sector by addressing key policy areas, policy objectives to achieve, and responsibility allocations.

As well as taking forward the sub-sectors, there will be provision for special and possibly unforeseen policy directions that may need particular monitoring. This indicates the need for a set of baseline indicators and regular tracking and reporting on indicators that will provide an early warning of unexpected circumstances. As the need for specific interventions in the sub-sectors take place (additional but complementary activities) some indicators will need to be adjusted so that the system remains responsive.

The main performance assessment activities for the ESDF are expected to be:

- a) **A Joint Annual Sector Review (JASR)** and a process to agree, finalise and report the results (see below);
- b) An annual periodic **technical and financial progress reporting system**;
- c) **An annual sector report**, prepared by MEST reporting on activity, technical and financial levels
- d) **A mid-term review of KESP (after 3 years)** focussing on whether adjustments are needed in policies, targets, indicators, and implementation arrangements.

The reports from the performance assessment processes under the PAF may also be used to generate MEST sector reports to the government. In this respect the PAF outlined in this section requires endorsement by both MEST and development partners. In common with the Paris Declaration and Accra agreement the PAF is intended to promote harmonisation, alignment, reduction of transaction costs, and improvements in predictability of funding. The PAF is likely to have to be adjusted for the actual programme of implementation and focus on what is being funded rather than on the broad front.

Key stakeholders will be informed about the issues, challenges, successes and implementation progress in the sector using MEST Communications Strategy (web site and reports) so that evidence-based analyses and decisions can be made.

MEST will develop a **Communication Strategy** that will include web-based and print options.

Joint Annual Sector Review (JASR)

The sector strategy provides an opportunity for Government of Kosovo, Ministry of Education, Science and Technology to lead sector performance monitoring and reporting through a joint annual review process. A Joint Annual Sector Review (JASR) will provide an overview, periodic and systematic assessment of the education sector carried out jointly with relevant stakeholders and development partners. The JASR will offer an opportunity to take stock, to jointly assess the achievements and shortcomings of implementation and agree on improvements to be made in order to reach the development objectives and targets put forward in this Strategy. It is considered as an integral part of the sector work and will feed into the education planning cycle.

The JASR will be established to support expenditure planning and monitoring in future years, contributing to the budget process, informing government of external funding plans and trends, and helping to better align such external funds to address national priorities and ensuring that the findings are used to inform a more effective and efficient sector aligned with policy and Kosovo education priorities. MEST considers the objective of the sector review process will be to learn lessons for policy and strategy adjustments and provide a forum for forward work planning with development partners.

The PAF outlines a range of sector performance indicators both a) the list that refers to the sector general process performance and b) the individual mile-stones and targets. There will be a need to prepare evidenced/based documentation well in advance of the review and thus a need for special documents and reports and agreement for each support modality - stating who participates, amounts pledged, payment periods, time for reviews, sharing of audit reports and accounts, review dates etc.

The year 2011 will be the first JASR, building on and informed by reviews of specific sub-sector issues and specific sector responses or even reviews of discrete elements of the sector, all of which may also be expected to be carried out jointly with relevant partners and stakeholders. Semi-annual review meetings will be organised, thus bringing together all the key stakeholders in the sector and will inform the JASR.

Consultations

MEST places a high value on the opportunities for monitoring and consultation with stakeholders. In addition to the JASR, MEST is committed to strengthening the consultative mechanisms with stakeholders including regular consultations with development partners to provide progress and constraints on key issues and agree on necessary key steps to be taken.

CHAPTER 8: FINANCIAL FRAMEWORK AND PRIORITIES

A prioritized bottom up approach

There is a risk that a strategic plan for an education sector with as many needs and problems as there is in Kosovo with its youthful population and scarcity of resources becomes an unrealistic wish-list with little prospect of being implemented. Still a wish-list with very reasonable targets for inclusion of all, quality and resources to schools, ICT infrastructure and vocational training as well as at least a minimal level of tertiary education and research is well justified and a good illustration of the gap between the current situation and the required resources.

The method chosen here has therefore been to initiate the strategic planning as a bottom up approach without any given financial ceilings, but also to include in the process a prioritization exercise where scenarios are given for lesser resource envelopes than what has been calculated as the optimal situation. Following a workshop when an earlier draft of the strategy was discussed some reductions have also been made, more specifically has the target to riden the system of schools operating in two shifts been postponed beyond the KESP period.

In the prioritization exercise the targets of each subsector have also been ranked in priority order to facilitate future prioritization. Some of the development efforts that go beyond the current implementation capacity may call for extraordinary “bridging” solutions where external support is given also for recurrent implementation costs over a period.

8.1 Financial summary of the strategic developments

It is a vital element of a strategic planning and costing exercise to differentiate between the once off development and investment efforts (to develop a new curricula, set up a new university or centre of excellence) – and the operational costs (to continue these endeavours for years to come, paying teachers’ salaries, utilities, maintenance etc.). A sharp line has been drawn in the costing tables between development and recurrent costs. Development costs are once off and may well be financed by temporary external funds whereas operations need to be sustained over a much longer period. In essence the costing tables cover:

- a) The estimated development costs during the period 2011-2016;
- b) The resulting recurrent costs emerging already during 2011-2016;
- c) The estimated longer term annual recurrent cost from year 2016 onwards that needs to be covered in addition to today’s level to maintain the new services and service levels developed through the strategy.

This mode of presentation does not necessarily suggest that only the development costs 2011-2016 should be subject to pleas for external development partner financing. It may well be that also initial recurrent costs need to be covered by external partners as an investment in its own right in the young generation of Kosovo, e.g. by supply of qualified teacher trainers, quality assessors for higher education or a temporary manager of a new agency. The ideal modality for temporary support towards recurrent costs would be through sector budget support. But as external support cannot be relied on for the longer run, it is important to analyse the magnitude and character of the recurrent implications and what is sustainable over the long time perspective.

The costing of the development strategy is summarized in Table 8.1:

Table 8.1: Overview of the costing of the development strategy

Sub-sector	2011-2016 development cost	2011-2016 recurrent costs cost	2011-2016 total cost	Annual recurrent costs beyond 2016
1. Pre-University	140 037 324	102 826 480	242 863 804	22 399 150
2. Pre-school	3 142 050	13 461 285	16 603 335	2 722 420
3. Vocational training	20 140 950	14 200 360	34 341 310	4 298 350
4. Teacher Prof. Development	2 913 310	7 770 900	10 684 210	1 501 410
5. Higher Education	28 211 300	68 102 300	96 313 600	20 193 900
6. Adult Education	2 723 900	2 384 050	5 107 950	569 590
7. ICT	43 244 700	29 768 800	73 013 500	5 976 800
8. Capacity Building for MEST and central agencies	1 477 233	20 000	1 497 233	20 000
Total	241 890 767	238 534 175	480 424 942	57 681 620

In essence the total cost for the implementation of the strategic plan would need **480.4 million €** over the period **2011-2016** or **80 million €** per annum. Out of this 241.9 million € refer to genuine once off development efforts, for which external funding may be sought, and to some extent exists. External support may also at least partially be sought for the initial recurrent cost increase of 238.5 million € for the whole period 2011-2016 for the created services, maintenance of infrastructure etc. This corresponds to on average 40.0 million annually for recurrent costs. The annual recurrent cost after 2016 is estimated to 57.7 million € for all the created services. In the period 2011-2016 the main part of the recurrent cost lies in the later part of the period, when development efforts are being completed.

It should be noted that the costing of the strategic plan is a tentative exercise based on current knowledge, needs and price levels, it will need to be revisited and subject to detailed scrutiny in the annual prioritization and operational planning, and when projects are designed. The detailed costing has been carried out with the use of spread-sheet programing with considerable detail, all of which is available at MEST.

Table 8.2 captures the 11 most dominating targets (17 %) out of all 65 in all the sub-sector strategies in terms of estimated total cost. It reveals that these eleven targets represent 86 per cent of the estimated total costs. The first target – the infrastructure programme for Pre-University institutions captures the expansion of pre-university infrastructure and the resulting recurrent utility and maintenance costs and alone represents 26 per cent of the total costs.

Table 8.2: Top 11 Dominating Sub-sector Targets

		2011-2016				
	Sub-sector and target	Develop-ment cost	Recurrent costs	Total cost	Annual Rec. Costs > 2016	% of To-tal
PU11	11. School infrastructure programme	97 753 000	27 330 000	125 083 000	7 880 000	26%
PU6	6. New Curriculum Framework	3 477 600	60 000 000	63 477 600	10 000 000	13%
ICT2	2. ICT Infrastructure	29 651 700	28 454 200	58 105 900	5 858 200	12%
HED2	2. Participation in higher education	550 000	54 313 720	54 863 720	16 342 000	11%
HED9	10. Infrastructure - Higher Education	27 207 000	8 790 000	35 997 000	2 630 000	7%
PU12	12. Teaching aids	24 180 000	0	24 180 000	0	5%
VET3	3. VET Centres of Competence	11 739 200	10 195 600	21 934 800	2 846 400	5%
PU5	5. School Advisory and Guidance Services	859 500	10 600 800	11 460 300	3 339 000	2%
ICT3	3. Development of Human Resources in ICT	8 887 000	945 000	9 832 000	57 000	2%
PS1	1. Inclusion in pre-primary education	425 000	8 955 000	9 380 000	1 615 000	2%
	Total for these 11 targets	204 730 000	209 584 320	414 314 320	50 567 600	
	% of total for all targets	85%	88%	86%	88%	86%

See under the respective sub-sector costing tables for further explanation about the costing.

8.2 Current Costs and Support Levels to the Sector

It is important to analyse how much the development and added recurrent costs calculated under the strategy would add to the existing allocation towards the education sector. This is presented in the following. Table 8.3 contains information from the state budget for 2010.

Table 8.3: Kosovo State Budget Extract (000 €)

Budgetary organizations and budget lines	2010 Budget						
	Wages & Salaries	Goods & Services	Utilities	Subsidy & Transfers	Capital Outlays	Reserve	Total
Total central education budget (MEST+UP)	13173	8 471	1 742	193	25 991	2 000	51 570
<i>MEST</i>	<i>3 082</i>	<i>5 524</i>	<i>648</i>	<i>193</i>	<i>24 731</i>	<i>2 000</i>	<i>36 177</i>
Higher education	1 041	354	386	-	-	2 000	3 782
Students Centre	647	201	337	-	-	-	1 185
Institutes	321	119	40	-	-	-	481
Pedagogical institute in Kosovo	73	34	9	-	-	-	116
University of Prizren	-	-	-	-	-	2 000	2 000
Other education	1 094	3 114	147	166	-	-	4 520
Special educational needs education	813	481	46	-	-	-	1 340
National University Library	281	132	101	-	-	-	514
Teacher training	-	2 116	-	-	-	-	2 116
Curriculum development	-	385	-	-	-	-	385
Bilateral agreements	-	-	-	166	-	-	166
Educational administration	946	2 056	115	27	24 731 ²⁶	-	27 875
-Central Administration ¹⁷	861	1 994	115	27	24 731	-	27 727
-Office of the Minister	86	62	-	-	-	-	148
<i>University of Prishtina/Pristina</i>	<i>10 091</i>	<i>2 947</i>	<i>1 095</i>	<i>-</i>	<i>1 260</i>	<i>-</i>	<i>15 393</i>
Total municipal education budget							118 465
Education grants from the centre to municipalities	94 393	12 801	-	-	3 271	-	110 465
Municipal Education spending from own revenues							8 000
TOTAL							170 035

There are some major investments for the sector contained in the budget for 2010 under the column capital outlays. Out of the central total for this – 26,0Mn €, the main portion – 24,3Mn € is used by MEST for financing of pre-university investments, mainly school construction in the municipalities. The University of Prishtina since 2010 has its own capital budget amounting to 1,3Mn €.

²⁶ Capital investments in pre-university education are in the state budget included in “Capital outlays” under Central administration. Out of this approximately 800 thousand € is provided by the World Bank on budget to finance one school. All other capital expenses here are provided by the Kosovo government’s revenue.

For the University of Prishtina revenues from tuition and administrative fees constitute a substantial portion of the budget – 42 per cent or 8,3Mn € in 2008, and 6,9Mn € in 2009. This funding for 2010 is included in their budgeted expenditure in the table.

Resource allocations to the subsectors

To get a reasonable picture of existing budget allocations and use presented per sub-sector a study has been conducted of the budget out-turn for 2009. This has included both detailed study of the internal break-down of the municipal budgets, and of the central capital outlays. Based on this distribution and a split of the central budget lines towards their respective subsectors the following analytical table has been prepared. The table includes out-turn on the central budget lines as well as in the municipal budgets financed by the municipal education grant and municipal own revenue. Expenditure financed through tuition fees received by the University of Prishtina is also included.

Table 8.4: Budget Outturn 2009 by sub-sector 000 €

Sub-sector	Recurrent	Capital	Total	%
Pre-Primary education	5 361	0	5 361	3%
Primary education	78 606	34 736	113 342	62%
Secondary education/ Gymnasiums	9 737	2 269	12 005	7%
VET	14 011	1 493	15 505	9%
Higher Education (UP)	21 304	475	21 779	12%
Undistributed	5 776	0	5 776	3%
Central costs	3 674	4 178	7 852	4%
<i>Total</i>	<i>138 469</i>	<i>43 150</i>	<i>181 619</i>	100%

Off-budget resources in Education

In addition there are resources used in the Education sector that do not appear in the public budgets and tables above. The main off budget items are:

- Private institutions financed mainly through user fees,
- Grants and loans made available by development partners and NGOs;
- The University of Mitrovica that is currently financed through external means that do not feature in the Kosovo state budget.

Private institutions

There are currently around 18 private tertiary education institutions in Kosovo (TEIs)²⁷. The TEIs are entirely financed by tuition and other fees and do not appear in any public budget. There are also five privately financed vocational schools. The total budget of these institutions is not known. A rough assessment based on the fee level of 900 to 5,150 € pa (2007) would indicate a total budget of 26,5mn €. In addition, a large proportion of pre-school/ pre-primary education is financed through user fees to private institutions.

Financing through external development partner partners' contributions

A preliminary assessment of the current financing through development partner funds to the sector has been made through a development partner mapping exercise carried out in 2010. Table 8.5 captures the average funding made available by the on-going projects. It covers all projects that are on-going or foreseen from 2010 onwards. The average annual amount has been calculated per project and the added annual amount of all the projects is revealed in the table in the column "Annual amount". In addition funds have been distributed over the years of the life of the projects, and the annual amounts budgeted for the period 2010 to 2013 is revealed below. Some few projects stretch beyond that period, hence 5,7 million € are already budgeted for 2014 and 3,9 million € for 2015.

Table 8.5: Average funding made available per annum to the on-going projects

Sub-sector	No. of projects	Total amount €	% of total sum	Amount 2010	Amount 2011	Amount 2012	Amount 2013	% of total average annual amount
1. Pre-University	27	40 796 742	23%	8 606 321	8 740 866	7 246 021	2 736 000	19%
2. Pre-school	4	981 749	1%	581 658				1%
3. Vocational training	15	58 145 536	33%	15 571 594	13 142 034	10 510 270	5 435 667	34%
4. Teacher Prof Development	5	6 179 624	4%	1 963 604	1 200 417	1 166 667		4%
5. Higher Education	39	37 475 075	21%	11 690 771	5 142 691	3 793 521	500 000	25%
6. Adult Education	5	16 329 662	9%	2 009 489	3 537 548	3 096 724	2 432 000	4%
7. ICT	3	4 979 500	3%	2 281 417	2 614 750	83 333		5%
8. Central Capacity Building	4	1 580 667	1%	608 064	145 282	18 333		1%
9. Miscellaneous/ covering several sub-sectors	5	8 529 150	5%	2 741 967	2 383 917	2 264 375		6%
	107	174 997 704	100%	46 054 885	36 907 505	28 179 244	11 103 667	100%

²⁷ Source: A review of Private Higher Education in Kosovo, GAP Institute for Advanced Studies 2010.

The fairly large portion Miscellaneous refers to projects which cover several subsectors or have been difficult to allocate to a subsector. A detailed listing of projects in each subsector and their amounts is presented in the Annex. The table reveals that a large portion of the current development partner support is channelled towards vocational education and training; 34%, followed by Higher Education at 25%. Pre-University education at 19%, to which could be added large parts of areas 4 (teacher professional development) 4% ICT at 5% and 9 (Miscellaneous at 6%). Around 30% is likely to be the total for the subsector pre-university. Adult Education is receiving 4% and central capacity building projects 1%.

In terms of development partner countries, Table 8.6 reveals the origin of the supplied funding. The clustering has been made on a pure national basis, hence several countries here represent more than one development partner organization, and in a few cases NGOs, (mainly *Save the children*)

Table 8.6: Development partner countries support €

Development partner Country	Number of projects	Total amount	% of total amount	Annual amount ²⁸	% of annual total
Austria	8	6 433 300	4%	1 611 433	3%
Croatia (up-coming)	1				
Denmark	1	4 000 000	2%	1 000 000	2%
EC	25	36 924 364	21%	14 992 608	26%
Finland	4	1 174 866	1%	577 997	1%
France	5	103 150	0%	82 909	0,1%
Germany	3	12 215 000	7%	3 690 714	6%
Italy	4	1 238 209	1%	610 005	1%
Japan	2	7 000 000	4%	2 800 000	5%
Luxembourg	4	18 570 200	11%	5 503 322	9%
Norway	7	19 481 978	11%	8 757 402	15%
OSCE	5	286 210	0%	286 210	0%
Sweden	5	5 471 079	3%	1 973 848	3%
Switzerland	9	5 962 793	3%	2 516 437	4%
Netherlands	5	2 542 805	1%	684 990	1%
Turkey	3	1 410 000	1%	780 000	1%
UNICEF	5	1 373 246	1%	525 035	1%
USA	9	43 514 351	25%	10 356 993	18%
World Bank	2	7 296 154	4%	1 459 231	3%
Total	107	174 997 704	100%	58 209 133	100%

The supported projects are presented in the Annex.

²⁸ This annual amount is not necessarily a reflection of funds available each year, as some of the projects only start after 2010, and some before that year. A figure of funds available each of the next five years is given in table 8.5 where the total budgeted amount for 2010 is 45,0 million €. It should also be noted that large shares of these amounts are paid for TAs directly by donors in their respective countries.

8.3 Financing of the Kosovo Education Strategic Plan 2011 - 2016

It is clear that the reform efforts suggested will require substantial development funding as well as recurrent financing to sustain the investments over a longer period. The added finances could be raised through:

- a. Raised reallocations from other sectors towards the education sector in the national and municipal budgets;
- b. Reallocations and savings within the education sector;
- c. Raised external funding from development partners;
- d. Increased financing through tuition and other fees.

In the following the options for financing are examined.

a. Reallocations from other sectors towards the education sector in the national and municipal budgets

Education now has a share in the public expenditure of 16%. This share in Kosovo has increased over the latest years seen in the perspective of budget outturns. 16% is close to the regional average.

It can be noted however that Kosovo has a youthful population and that there is a case to spend an even larger share on education as an investment in the young generation and the country's economic development. On the other hand, Kosovo has a share of its tertiary education outside the public budget, forming part of the private sector, hence the education sector in reality consumes more resource as a whole today than the 16 % that is visible in the public budget. If an estimate is made of resources towards private tertiary institutions and vocational schools it might add some 26,5 million € or 15% to the total annual education turnover. The total public budget for all sectors as a share of the total GDP is fairly small in Kosovo - 25% in 2008 as compared to Albania's 30% and Serbia 45% - hence as a share of GDP the education budget is more limited than in many countries. Whether a possible increase in the sector's share should be financed over the public budget, through loans or through tuition fees or contributions from the private sector is of course a highly political question.

An increased Education share of 1% to reach 17% of the public budget would mean an addition of 11 million € per annum. If an extra 1% of GDP should go towards the education budget – through fees or financed over the public budget and taxes – it would bring around 37 million € per annum. This can be compared to the estimated total recurrent need beyond 2016 for the suggested reforms/ expansion of 57.6 million € per annum.

The Mid Term Expenditure Framework (MTEF) 2011

If there is a general economic growth in the country the education could possibly get additional resources whilst still keeping its share of the public budget and GDP. The macro economic projections for Kosovo in the recent MTEF for 2011-2014 predict an increase in real GDP of between 5 and 6 % each year over this period. The amounts allocated to the education and culture sector in the MTEF 2011 to 2014 are shown in Table 8.7 (This includes MEST, Ministry of Sports Youth and Culture and the University of Prishtina/Pristina but not the education grants to municipalities):

Table 8.7: Allocations to the education and culture sector (MTEF 2011) €

	2010	2011	2012	2013
Total	63,715,491	66,363,212	74,366,487	81,631,040
Operational Expenditures	31,780,212	32,171,262	31,246,797	30,471,350
Capital Expenditures	31,935,279	34,191,950	43,119,690	51,159,690

This represents a slight decrease in the allocation towards operational expenditure, but a substantial increase in capital expenditure. The capital expenses include the University of Prizren, co-financing towards the Instrument for Pre-Accession Assistance (IPA) projects EU, construction and renovation of school areas and publishing activities of the Academy of scientific studies.

The MTEF also includes a table for additional resources if such resources become available. As to the municipal education budgets the specific education grant is projected to increase from 109,3 million € to 115,2 million over the period. The grant includes limited contributions towards a listed number of new policies from 2011, including the centres of excellence, English Language in grade I and pedagogues for municipalities.

In conclusion additional resources are in the MTEF allocated mainly towards i) increased education grants to municipalities going from 110 to 115 million € over the three year period and for ii) increased allocations towards investments over the central education budget – going from 34 to 51 million € over the three year period. There is also a limited increase for capital expenditure for the University of Prishtina/Pristina. As already the MTEF reveals there are however also requests for additional funding to make further investments and to sustain the recurrent costs for some of the new initiatives. The total demand for such added resources to the Education and Culture sector mentioned in the MTEF amount to:

- 52.5 million € for 2011;
- 43.9 million € for 2012; and
- 43.6 million € for 2013.

These requests are not in addition to the requests presented in this strategy, rather an early extract of the demands raised herein.

Reallocations and savings within the education sector

One avenue for such reallocations could be to equalize resource distribution to primary and secondary education institutions in terms of class size, i.e. to reallocate resources from schools with low numbers per class – mainly in rural areas – towards overcrowded urban schools. This may include the closure of some schools or conversion to municipal centres of schools. Another possibility could be to reallocate resources from general secondary gymnasiums towards vocational schools or vice versa.

Any such development needs further scrutiny and analysis and careful political consideration. It is not possible at this junction to determine what resources such reallocations should release. Based on the 2009 budget outturn a reduction of primary school costs by 1 per cent could potentially result in a saving of 1,100 000 € that could be used to increase urban schools. A reallocation that saves 1 per cent of costs for gymnasiums would bring in 120,000 € for increased VET.

Raised external funding from development partners

Development partners are currently supporting Kosovo's education sector at a rate of tentatively 46 million € per annum (2010), and have declared their willingness to support the Kosovo education sector plan and a sector-wide approach (SWAp) for the Education sector.

It is however an open question if the level of support can be raised further that caters for additional needs. If current support levels were to be doubled it would rise to 92 million € annually. This can be compared to the estimated annual need for the period 2011-2016 of 80 million € to cover also the initial recurrent cost implications.

Increased financing through tuition and other fees

Private tertiary institutions, and to some extent the state universities, raise funds towards tertiary education through tuition fees. Also pre-primary education provided through private kinder-gardens is to a large extent financed by fees. There are also a limited number of vocational schools in Kosovo – currently 5 – which are self-financed through fees.

Expansion of tertiary education is deemed to be one possibility through continued private financing, if combined with a scholarship system for eligible students for students that lack means to fund their studies.

It is also envisaged that an expansion of pre-primary education for the 1 to 5 year old children could be financed through fees. It will be important that such fees are destined for their respective institution and not used as a general source of income to the sector.

8.4 Matching resources to requirements

The needed finances to fund the initiatives in this strategy have been estimated to 480 million € over the period 2011-2016. Out of this 241, 9 million € are investments and development costs and 238, 5 million € are initial recurrent costs. On an annual basis this would mean development investments of 40 million € and recurrent costs of initially and on average 40 million per annum, and in the longer run 57,7 million per annum in increased recurrent costs after 2016.

This is to a large extent in addition to the current public expenditure in the sector of around 181,6 million € per annum (2009 outturn). From the MTEF for 2011 to 2014 it is clear that within the current budget framework there is little to suggest that these recurrent costs would be covered in the shorter period, apart from some specific allocations towards the University in Prizren and limited development costs for some centres of competence.

The magnitude of the development partners' current support of around 46 million € per annum to the sector suggests that the required development funding of 40 million € per annum could be raised, but somehow the recurrent costs – both in the shorter and longer perspective also need to be covered. The annual gap between the desired level for recurrent costs as compared to today's' allocation is 40 million € in the medium and 57.7 million € in the long-term. This would mean a 31% increase of the recurrent allocation to Education in the public budgets and that the share of GDP towards Education would need to rise with 1.3 percentages of GDP. Although this is not an unrealistic level, it is not envisaged that under the present budget constraints and agreements with the IMF such a shift would be possible. The major cost driving elements in the strategic plan that account for the highest portions of the required 57,7 million € are shown in Table 8.8 as follows:

Table 8.8: Major cost driving elements in KESP

	Sub-sector and Target	Annual recurrent costs beyond 2016 €	% of recurrent cost beyond 2016
HED2	2. Participation in higher education	16 342 000	28%
PU6	6. New Curriculum Framework	10 000 000	17%
PU11	11. School infrastructure program	7 880 000	14%
ICT2	2. ICT Infrastructure	5 858 200	10%
PU5	5. School Advisory and Guidance Services	3 339 000	6%
VET3	3. VET Centres of Competence	2 846 400	5%
HED9	10. Infrastructure - Higher Education	2 630 000	5%
PS1	1. Inclusion in pre-primary education	1 615 000	3%
TPD6	7. Teacher Licensing	1 254 660	2%
HED8	9. Internationalization of Higher Education	872 500	2%
		52 637 760	91%

Recurrent operational costs for the expansion of public higher education institutions in Prishtina and Prizren accounts for the largest addition to recurrent costs – 28 %, followed by the maintenance for new curriculum framework at 17 % and expansion and resulting recurrent costs for the pre-university subsector at 14 %. Also an expanded ICT infrastructure account for major cost increases (10 %). More in-depth description of the rationale for the cost increases are presented for each sub-sector costing table in chapter 5.

8.5 Recommendations for Education Sector Financing

To finance the developments suggested in this strategic plan as well as the emanating recurrent cost implications in full will require a mobilization of resources from a number of sources. The outcome will depend on the willingness of the Government of Kosovo to invest further in its education system efficiently and effectively, the willingness of external partners to support Kosovo, the development of the economy and tax effort as well as the possibilities to raise user fees. The following strategy is suggested to raise funds for the plan:

Allocations are foreseen in the MTEF to the level of 133.2 million € for capital investments at the centre and 16 million € at the municipal level over the period 2010-2013. Adding two more years of the same level of investments would bring the total to 200 Million € for 2011-2016. The MTEF however does not leave much room for expansion of recurrent costs neither at the centre nor at municipalities that all receive an education grant. Continued external support will be needed both towards recurrent and development costs for the strategy's period.

The current level of development partner support plus the existing level of capital investments in the state budget would seem to cater for the need for development resources in the sector strategic plan, provided the resources are aligned to the requirements of the plan. The existing commitments of development partners do however only cater for the immediate three year period; hence continued support is required with new commitments for later years.

The more problematic aspect is to cover the recurrent cost implications of the development efforts and expansion of the sector. A large portion of these costs emanate from the expansion of the system at all levels. It will be necessary to fund this through a combined strategy of:

- user fees at pre-school and tertiary levels coupled with stipends;
- reallocations within the sector;
- a larger share from the state budget allocated towards education linked to a likely further expansion for the Kosovo economy with positive economic growth and a larger tax effort.

In a bridging period of around five years external partners would need to support also recurrent costs for the expansion as an investment in the young generation of Kosovo.

It is also likely that the recurrent costs in the intermediate or long-term can be reduced for some sub-sectors due to a reduced birth rate and reduced school population. The current uncertainty about the total population and census makes an estimate of these effects futile at this stage – but as soon as reliable data becomes available it will be important to adjust the infrastructure programmes and costing according to the new data. In the event that the total resources required wouldn't be available there is need to prioritize the efforts and to investigate what should be done for lower resource scenario levels as demonstrated in section 8.7.

MEST intends to form a task force to deepen the financial analysis, to define and propose a feasible balance between the possible sources of finance for the strategy aligned with the up-coming Mid Term Expenditure Framework as a basis for MEST operational planning and prioritization and dialogue with external partners. The task force needs to work in collaboration with the Ministry of Finance and lead partners for the different sub-sectors. It also needs to involve sector representatives from the central

agencies and councils as well as the field and municipal levels. To increase the level of funding required will necessitate a number of measures; the task force will need to look into issues pertaining to:

- A matching of on-going external support with the required support, and an adjustment to government's priorities.
- Analysis of funding options including user fees, reallocations to the sector and within the Education sector, external partner support and loans.

8.6 Suggested funding modalities

Most of the assistance provided to the Kosovo education sector today from external partners is provided as project support with specific requirements from each development partner regarding the aid modalities for planning, procurement and contracting, payments, monitoring and reporting. At the same time efforts are now made to co-ordinate development partners, to align planning, reporting and review formats etc.

It is envisaged that for some of the efforts foreseen there will be a need for continued high levels of technical assistance and advisory services which may not easily be financed and managed through general budget support or sector budget support. Other aspects of the strategy are however well suited to be provided on budget as sector budget support. This specifically refers to many basic infrastructure projects and support to provide funds for recurrent costs. Kosovo has a financial management system which can be adapted to give useful reports and provide audit trails as to the use of such funding. For this to materialize it is however also needed to revise the budgeting and reporting structure for the education sector in state and municipal budgets to give a better and accurate reflection of subsector, regional and local resource allocations and outturns.

A trust fund could initially be established administered by a development partner or external agent for the provision of pooled funding from several development partners towards technical assistance and capacity building for the sector.

Issues pertaining to aid modalities have been further elaborated in a separate concept paper linked to the work with the strategy; "Aid modalities towards a SWAp for the Kosovo Education Strategic Plan (KESP) 2011-2016" (MEST October 2010).

8.7 Prioritisation and Scenarios

As a basis for prioritization of the different suggested interventions in the case funds wouldn't be available to the desired extent, the working groups for the subsector strategies were requested to prioritize the suggested interventions at target level, and to reduce the costs for two different scenarios – one of 70 % fund availability and one of 50 %. For the prioritization a rating was made based on four different criteria – for relevance, potential to improve the quality of education, urgency, implementation capacity, and sustainability. The rating resulted in the points and ranking demonstrated in the sub-sector tables that follows. The intention is that the ranking can support the dialogue with external partners and facilitate prioritization and identification of the most urgent targets.

The following tables and notes describe sub-sector priorities as determined by the working groups.

Table 8.9: Pre-school prioritization & scenarios

PSE- Pre-School Education							
No.	Target	Points	Rank	Scenario 100%	Scenario 70%	Scenario 50%	Difference 100%/50% scenarios
1	Inclusion in pre-primary education	20	1	€ 9 380 000	€ 6 000 000	€ 4 400 000	
2	Inclusion in pre-school education	18	3	€ 3 779 500	€ 2 600 000	€ 1 800 000	-€ 1 979 500
3	Quality Improvement Training	20	1	€ 1 257 500	€ 1 000 000	€ 700 000	-€ 557 500
4	Curricula and Standards	19	2	€ 583 600	€ 520 000	€ 400 000	-€ 183 600
5	Management and professional capacity	19	2	€ 831 600	€ 750 000	€ 550 000	-€ 281 600
6	Developing pre-school expertise	16	4	€ 561 885	€ 540 285	€ 286 000	-€ 275 885
7	Awareness raising activities	16	4	€ 209 250	€ 209 250	€ 165 000	-€ 44 250
				€ 16 603 335,00	€ 11 619 535,00	€ 8 301 000,00	-€ 8 302 335

Notes:

1. Universal inclusion in pre-primary education (grade 0) is sanctioned by the new Law on Pre-University Education. In case the available budget is reduced the inclusion process will inevitably end up in overcrowded and under resourced classrooms.

2. On the other hand, increased inclusion in pre-school education, excluding grade 0, is an important step forward though not a legal requirement. Therefore, the Government of Kosovo contribution for achieving this target will have to be proportionally decreased in case of reduced available funding.
3. Employment of educators is an activity planned within this target which will have to be abandoned or reduced in case of decreased funding.
4. Curriculum and Standards is an important and urgent activity for age group 0-3. On the other hand, it is not that costly, so no budget reduction is foreseen.
5. This target relates to employment of pre-school officers in municipalities. Those employments have to take into account budgetary constraints.
6. Development of expertise for pre-school education entails the development and operation of a master level programme for this area, as well as provision of financial support for completion of Ph.D. studies in other universities. Potential reduction depends on budget constraints.
7. Awareness raising activities target general public and professional community and activity levels will be dependent on budget constraints. Table 8.10: Pre-university prioritization & scenarios.

Table 8.10: Pre-university prioritization & scenarios

	Target	Points	Rank	Scenario 100%	Scenario 70%	Scenario 50%	Difference 100%/50% scenarios
1	Improved management	18	4	€ 1 013 800	€ 1 013 800	€ 1 013 800	€ 0
2	Legislation	15	5	€ 98 000	€ 98 000	€ 98 000	€ 0
3	Decentralized financial management	20	2	€ 192 420	€ 192 420	€ 192 420	€ 0
4	Quality Assurance	18	4	€ 1 526 610	€ 1 435 000	€ 1 000 000	-€ 526 610
5	School Advisory and Guidance Services	20	2	€ 11 460 300	€ 6 000 000	€ 5 000 000	-€ 6 460 300
6	New Curriculum Framework	18	4	€ 63 477 600	€ 63 477 600	€ 53 500 000	-€ 9 977 600
7	Implementing Teacher Licensing System	20	2	€ 3 106 200	€ 2 200 000	€ 2 230 082	-€ 876 118
8	All-inclusiveness in compulsory education	19	3	€ 8 640 874	€ 7 000 000	€ 4 800 000	-€ 3 840 874
9	Network of secondary schools	18	4	€ 85 000	€ 85 000	€ 85 000	€ 0
10	Creating safe environment	18	4	€ 4 000 000	€ 3 500 000	€ 2 500 000	-€ 1 500 000
11	School infrastructure	18	4	€ 125 083 000	€ 65 000 000	€ 40 000 000	-€ 85 083 000
12	Teaching aids	21	1	€ 24 180 000	€ 20 000 000	€ 11 000 000	-€ 13 180 000
				€ 242 863 804	€ 170 001 820	€ 121 419 302	-€ 121 444 502

Notes:

1. Management appears to be one of the weakest points in the system with improvement being critical for the success of any reform. Therefore, despite limited implementation capacity, it is important to implement all activities in any of the three scenarios.

2. Legislation itself is not perceived as a limiting factor for the improvement of the quality of education provision. However, many by-laws are still missing, so the small budget earmarked for this target remains the same for the three scenarios.

3. Decentralized financial management is a work in progress relating to the implementation of the new legislation which anticipates devolution of responsibility from central to local level, and from local level

to school level. In any circumstances, it is necessary to build the capacity of schools and municipalities for financial management, and the budget for that purpose is insufficient needs to be reconsidered.

4. Quality Assurance System is related to implementation of the new Kosovo Curriculum and anticipates capacity building measures at central level. Depending on availability of funding, the risk is that implementation can be stretched through a longer period of time causing inevitable delays and even obstacles for the implementation of the new curriculum.

5. School Advisory Services are new structures that need to be in place to ensure smooth implementation of the new curriculum and continue improvement of education provision. Reduction of the implementation budget will inevitably affect building of such structures.

6. Implementation of the New Curriculum Framework is a significant expenditure which entails distribution of free textbooks with significant annual cost of 10 million EUR (60 million EUR in total).

7. Teacher licensing is expected to affect the quality of teaching in the Kosovo Schools and the implementation schedule will depend on funding available.

8. All-inclusiveness in compulsory education is a target linked to the achievement of the Millennium Development Goals (MDGs), so, given its importance, budget reductions for this target cannot be proportional to the reductions for overall KESP.

9. Network of secondary schools constitutes a minor expenditure which may gain in relevance if upper secondary education becomes compulsory.

10. Creating safe environments in school would experience some budget reductions in case of reduction of overall available funding.

11. School infrastructure programme would suffer most from budget reductions. It is anticipated that only slightly more than one-third of needed school space can be constructed/refurbished in case the necessary budget for implementation of KESP is reduced by a half.

12. The supply of teaching aids to schools would have to be reduced proportionally in case of significant decrease of the budget needed for implementation of KESP.

Table 8.11: VET prioritization & scenarios

VET – Vocational Education and Training							
No.	Target	Points	Rank	Scenario 100%	Scenario 70%	Scenario 50%	Difference 100%/50% scenarios
1	VET Student Practice	22	3	€ 1 771 160	€ 1 771 160	€ 1 000 000	€ 771 160
2	Financial autonomy	18	5	€ 365 440	€ 365 440	€ 365 440	€ 0
3	Centres of Competence	13	6	€ 21 934 800	€ 13 000 000	€ 7 122 800	-€ 14 812 000
4	Strengthen links between VET and labour market	23	2	€ 5 399 700	€ 4 000 000	€ 3 000 000	-€ 1 399 700
5	Assessment in VET schools	20	4	€ 692 660	€ 500 000	€ 400 000	-€ 292 660
6	Curricula, Standards, Textbooks	24	1	€ 1 305 450	€ 1 305 450	€ 1 124 000	-€ 181 450
7	Mobility and Employability	23	2	€ 2 277 650	€ 1 700 000	€ 1 300 000	-€ 977 650
8	Equivalence and Accreditation	17		€ 594 450	€ 575 000	€ 500 000	-€ 94 450
				€ 34 341 310,00	€ 23 217 050,00	€ 16 583 400,00	-€ 17 757 910

Notes:

Priorities in the VET sub-sector are seen alternatively in the relation between Centres of Competence and quality assurance measures for the sub-sector. Thus, if the foreseen funds are available for the 7 Centres of Competence, then they would be prioritised also becoming focal points for the reform efforts in the sector. Since in the reduced scenarios the budget is not expected to be able to cover the needed high costs for these Centres, it is expected that in the second and third scenario, MEST would focus its approach in more classical efforts to deliver quality services in the sub-sector through existing institutions (VET schools and training centres) and mechanisms (such as student practice, better links and cooperation with economy, etc.).

1. VET Student Practice: is seen in all three scenarios as a high priority with all funds kept in the second one and around 60 per cent in the third scenario.

2. Financial autonomy of VET schools: is seen as an absolute priority since funds foreseen in the optimal scenario are also kept in the remaining two scenarios of availability of funds.
3. VET Centres of Competence: are key policy priorities with MEST and centrepieces of reform in VET taking on over 50 per cent of the total funds foreseen for this sub-sector in the optimal scenario. However, funds for these Centres are expected to come from development partners due to inability of Kosovo budget to gather such an amount. As a result, a relatively volatile situation emerges when MEST has to opt for alternative directions for the reform in case that these funds are not provided by the development partners. In that case, VET schools would work to open more towards society and labour market and to other mechanisms that would ensure quality provision in the sub-sector.
4. Strengthen links between VET and labour market: a key priority that relates to improvements in quality and relevance.
5. Curricula, Standards, Textbooks: the highest priority addressing quality aspects and remaining a priority across the scenarios.

Table 8.12: Teacher Education prioritization & scenarios

TE - Teacher Education							
No.	Target	Points	Rank	Scenario 100%	Scenario 70%	Scenario 50%	Difference 100%/50% scenarios
1	Legislation development and implementation	23	1	€ 117 500	€ 95 500	€ 65 500	-€ 52 000
2	Training of Education Administrator	0		€ 0	€ 0	€ 0	€ 0
3	Capacity for professional development needs assessment	22	2	€ 16 500	€ 16 500	€ 14 000	-€ 2 500
4	Management Information System	18	4	€ 51 420	€ 50 000	€ 45 000	-€ 6 420
5	Programme accreditation	20	3	€ 182 540	€ 150 000	€ 85 000	-€ 97 540
6	Licensing of trainers	0		€ 36 800	€ 0	€ 0	-€ 36 800
7	Teacher Licensing	23	1	€ 6 508 600	€ 5 157 947	€ 3 752 605	-€ 2 755 995
8	School-based professional development	20	3	€ 2 021 600	€ 1 000 000	€ 731 000	-€ 1 290 600
9	Monitoring and evaluation	18	4	€ 58 900	€ 45 000	€ 35 000	-€ 23 900
10	Regional Cooperation	15	6	€ 489 500	€ 200 000	€ 100 000	-€ 389 500
11	Teacher qualifications	17	5	€ 15 000	€ 14 000	€ 14 000	-€ 1 000
12	Harmonised TD programmes	23	1	€ 642 200	€ 400 000	€ 300 000	-€ 342 200
13	Research in teacher education faculties	17	5	€ 543 650	€ 350 000	€ 200 000	-€ 343 650
				€ 10 684 210	€ 7 478 947	€ 5 342 105	-€ 5 342 105

Notes:

When setting priorities in teachers' professional development sub-sector, the working group gave highest priority to teacher licensing and accreditation of teacher training programmes and providers, which claims over 70 per cent of the funds foreseen for this sub-sector. On the other hand, school based professional development (with slightly over 2 million Euros) and regional co-operation (with around 203

0.5Mn. Euros) are among the first interventions that would suffer from inability to ensure optimal funds for strategy implementation.

1. Legislation development and implementation: seen as one of the key priorities and both in the 70 % and 50 % scenario retains 20 % more funds than the minimum level for that scenario. This is probably an indication that provisions related to teachers/ professional development in the new basic educational laws may change the TPD legal framework and more by-laws will be needed.
2. Training of Education Administrators: It is expected that this measure will be implemented within the pre-university education sub-sector and the due prioritization will take place there.
3. Capacity for professional development needs assessment: Even though a relatively inexpensive measure, capacities to assess professional development needs of teachers are seen as one of the most important aspects that needs to be addressed in the forthcoming period, and therefore retains most of the funds in both of the scenarios (only 10 % of funds are taken in the 50 % scenario).
4. Management Information System (MIS): a measure that is seen as of key importance to have accurate data and a reliable information system about the teacher licensing process. All funds are foreseen to be provided for this measure in the 70 % scenario, and only less than 10 % of funds are taken away in the third scenario.
5. Programme accreditation: Is seen as among priority measures (loss of only 15 % of funds in the 70% availability of funds scenario), but loses this status in the third scenario. This third scenario calculates that no external expertise would be used for accreditation of programmes and would be carried out by MEST staff.
6. Licensing of trainers: This measure is not seen as a priority primarily because MEST can leave licensing of trainers to the providers and to the accreditation of programmes process. On the other hand, this could be seen as part of the tendency of MEST moving away from an implementation role towards a more monitoring, planning and policy making function.
7. Teacher licensing: Teacher licensing takes on a broader meaning in Kosovo – that of a teacher development and promotion. Therefore, teacher licensing takes the lion's share of funds and provides for numerous training events and programmes for this purpose. Out of the optimal 6.5Mn Euros, 80 per cent of funds are 'kept' in the 70% scenario and 60% in the third (50%) scenario reflecting the importance and the central position of in-service training and teacher licensing in the further developments in the sub-sector (in particular compared to the development measures for pre-service teacher education – see 12 below).

8. School-based professional development: School-based professional development is seen as one of the novelties in teacher development because of the need to ensure sustainability of teacher training efforts and to allow for more direct application of skills and knowledge gained from these efforts close to the classrooms. However, it is not a priority when compared to teacher licensing for instance and, as a result, only 50% of funds are foreseen in the 70% scenario (-20% comparatively) and only 30% (0.7 out of 2Mn) in case that MEST can put together only 50% of the funds foreseen for this measure.
9. Monitoring and evaluation of training programmes: prioritised in order to allow for ensuring high quality of teacher development. For this purpose over 80% of funds are kept in the second scenario (10% plus) and 60 % under the third one (again 10% plus). This should be seen in relation to the measure for building of capacities for assessment of needs.
10. Regional Cooperation: As important as integration in regional and European trends is in Kosovo, priorities set for this measure show that emphasis is given to internal quality assurance compared to various exchange and mobility programmes.
11. Recognition of prior learning: the importance of recognising relevant learning experiences in the teachers' professional career. Indicates the determination to become more open and more flexible towards the various forms of learning experiences. Thus almost 100 % of foreseen funds are retained in both second and the third scenario.
12. Pre-service programmes: Not among the highest priorities but key aspects of teachers' professional development (such as study programmes, staff and student exchange and mobility, textbooks, research, etc.) are also addressed by the higher education sub-sector.
13. Research in teacher education: not among the highest priorities.

Table 8.13: Higher Education prioritization & scenarios

HE - Higher Education							
No.	Target	Points	Rank	Scenario 100%	Scenario 70%	Scenario 50%	Difference 100%/50% scenarios
1	Legislation	20	4	€ 158 000	€ 158 000	€ 158 000	€ 0
2	Participation	22	2	€ 54 863 720	€ 42 000 000	€ 27 000 000	-€ 27 863 720
3	Equity	21	3	€ 1 084 000	€ 800 000	€ 800 000	-€ 284 000
4	Labour Market	24	1	€ 17 000	€ 17 000	€ 15 800	-€ 1 200
5	Financing	24	1	€ 0	€ 0	€ 0	€ 0
6	Income generation	24	1	€ 173 500	€ 173 000	€ 170 000	-€ 3 500
7	Quality Assurance	20	4	€ 146 380	€ 146 000	€ 146 000	-€ 380
8	Research	24	1	€ 267 000	€ 267 000	€ 267 000	€ 0
9	Internationalising	18	5	€ 3 607 000	€ 1 858 520	€ 1 600 000	-€ 2 007 000
10	Infrastructure	15	6	€ 35 997 000	€ 22 000 000	€ 18 000 000	-€ 17 997 000
				€ 96 313 600	€ 67 419 520	€ 48 156 800	-€ 48 156 800

Notes:

In higher education, over 90% of planned investment (or over 107Mn Euros) is allocated to improved participation (enrolment of more students, building of new premises, hiring of more teaching staff, etc.) making it a key priority. The reason for this rests primarily with the fact that there is a severe lack of premises, workshops and laboratories in most of the higher education institutions and Kosovo lags behind countries in the region by participation of its youth in higher education.

Infrastructure investment and employment of staff are more costly than quality related expenses and bring about significant recurrent costs. For this reason, in case of a lack of available resources it is infrastructure investments that are first cut by half, hiring of staff and increased enrolment would be reduced and thus a slowdown of the foreseen targets for inclusion in higher education.

1. Kosovo was among the first countries in Europe and in the region to introduce the Bologna oriented legal framework in higher education. After almost a decade of implementation, the Kosovo Law on higher Education (drafted in 2002) is going through the process of revision and rewriting in order to reflect new developments and to meet the new needs. In addition to this law, the Financing of Higher Education and the relevant administrative instructions are a top priority that cannot be

negotiated under any scenarios. The relatively low costs for this undertaking have already been committed by local and development partner funds and expertise.

2. Participation in higher education: with new increased admission policies in higher education, MEST has made participation in higher education among its key priorities and is planning to spend around 50% of all investments in higher education to this effect. More so, even in the case of a 70% scenario, participation would still receive over 90% of funds planned for this measure, indicating MEST determination to make higher education in Kosovo as inclusive as possible. This policy allows meeting the planned target of 35% of (18-25 years) cohort participation in higher education.

3. Equity in higher education: together with participation and infrastructure, it is among the key priorities of the sub-sector in KESP. This aspect will receive around 80 per cent of foreseen funds both in the 70 and 50% scenarios. This clearly speaks in favour of more and better opportunities for higher education for special educational needs students, socially disadvantaged, minority communities, gender, groups at risk and talented students.

4. Higher education and labour market: most probably because of the small amount of funds foreseen for this measure it is at a low priority in all three scenarios. This is explained by the lack of studies on the trends and needs of the labour market. Due to the relative lack of industrial and economic enterprise links with the labour market this will most probably remain one of the key challenges to be faced in the forthcoming period.

5. Financing of higher education is a non-costing measure as it is foreseen to be implemented through the approval of the new Law of the Higher Education, were it is foreseen to draft the legal provisions for the financing formula and other relevant regulations.

6. Income generation, quality assurance and measures to improve research, innovation and technology transfer are all considered high priority that is covered at 100 per cent levels in the three funding scenarios. Activities consume less than 1% of planned strategic measures. Their importance, however, exceeds their cost since they permit improved quality, more research and more sustainable development through generation of income.

7. Internationalization of higher education: MEST has made internationalization of higher education among its priorities. But reductions will probably also affect the quality of higher education since internationalization of higher education is viewed as ensuring comparability and compatibility of higher education provision in Kosovo with similar structures and programmes in Europe.

8. Infrastructure: With participation and inclusion gaining high priority in the optimal development scenarios for higher education, infrastructure becomes more important to ensure adequate working conditions for increased enrolment (including construction of premises for the University of Prizren). However, due to the high costs of this measure (over 50% of the total value of interventions in this sub-sector), in the next-to-best scenario this aspect would need to be cut by half, giving priority to measures which address quality aspects of higher education (such as new study programmes, student mobility, research, innovation, integration in European trends, etc.). Consequently, since infrastructure is closely related to increased participation, in case that MEST is not be able to ensure optimum funding for the implementation of the KESP, other measures and scenarios will be needed to address the issue of lower enrolment.

Table 8.14: Adult Education prioritization & scenarios

AE - Adult Education							
No.	Target	Points	Rank	Scenario 100%	Scenario 70%	Scenario 50%	Difference 100%/50% scenarios
1	Legislation	13	2	€ 28 100	€ 28 100	€ 28 100	€ 0
2	Adult learning System Management	20	1	€ 2 545 650	€ 1 500 000	€ 1 200 000	€ 1 345 650
3	Capacity building	17	3	€ 1 398 800	€ 1 000 000	€ 700 000	€ 698 800
4	Quality assurance	19	4	€ 1 026 250	€ 938 000	€ 516 500	€ 509 750
5	Social partnership	13	2	€ 35 750	€ 35 750	€ 35 750	€ 0
6	Financing	15	4	€ 73 400	€ 73 400	€ 73 400	€ 0
	Total						
				€ 5 107 950	€ 3 575 250	€ 2 553 750	-€ 2 554 200

Table 8.15: ICT prioritization & scenarios

ICT – Information & Communication Technology							
No.	Target	Points	Rank	Scenario 100%	Scenario 70%	Scenario 50%	Difference 100%/50% scenarios
1	ICT Strategy	20	1	€25 000	€25 000	€25 000	€ 0
2	ICT Infrastructure	18	3	€ 58 105 900	€ 38 472 700	€ 26 102 390	-€ 32 003 510
3	Development of Human Resources	20	1	€ 9 832 000	€ 8 848 800,00	€ 7 374 000	-€ 2 458 000
4	ICT and e-Learning	19	2	€ 5 050 600	€ 3 787 950	€ 3 030 360	-€ 2 020 240
				€ 73 013 500	€ 51 134 450	€ 36 531 750	-€ 36 481 750

Notes:

1. The present situation of ICT infrastructure is highly unsatisfactory therefore this target is considered to be of the highest relevance. Nevertheless, in case of funding constraints the budget will have to be proportionally reduced.
2. Human Resource Development is mainly related to training of teachers and developers of e-Learning content.

3. Development and application of e-Learning content will have to be aligned with infrastructure and development of human resources for ICT. Therefore, budget reductions have to follow reductions in those two targets.

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ANNEXURE: Mapping of on-going and planned external support towards education subsectors provided by donors

1. PRE-UNIVERSITY

Title of project / Programme	Description of Project/Programme Objectives	Funding Organisation/ Agency	Approved Start Date	Approved End date	Total Amount (€)	Annual budget (€)
Education in Kosovo: Inter-culturalism and the Bologna Process	To set up sustainable conditions for strengthening multicultural understanding among all communities in Kosovo in a mutual respect based on human rights and intercultural education in a lifelong learning perspective compatible with European standards.	EC	2008-12-06	2011-12-06	1 500 000	500 000
Support to MEST	Support to the creation of an inspection body within the MEST. Training inspectors of Kosovo within the MEST: missions in Kosovo and training in France at the ESEN.	Embassy of France	2009-01-09	2010-09-30	17 000	15 692
Capacity Development in the Basic Education Sector (first phase)	The overall objective is to improve quality of basic education, whereby the understanding is that high quality basic education would allow children and youths to access further education.	Federal Ministry for Economic Cooperation and Development (BMZ) - Germany	2010-01-01	2012-12-01	3 800 000	1 266 667
Institutional Support of the University of Jyväskylä to the MEST in Kosovo 2009-2010 - Development of inclusive education	Increased capacity to administrate and regulate development of inclusive education in Kosovo. In more concrete terms, the project's goal as purpose is to develop ways to administrate special and general education resources so that they lead towards inclusive education.	Finland	2009-01-05	2010-12-31	483 078	241 539

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Inclusion, Integration and development of children with disabilities	The goal is inclusion, integration and development of social and academic skills of children with disabilities or other disadvantaged children for easier integration in the school.	Finland	2008-01-06	2010-05-31	97 925	39 170
Organisational Capacity building of the Kosovo Deaf Association and sign language development project	The overall objective is to increase possibilities for the Deaf to participate actively to society and for independent living through: 1. Enhancing the capacity of the Kosovo Association of the Deaf and its branches 2. Developing the sign language.	Finland KEO	2009-01-01	2011-12-31	444 863	148 288
Roma Education Fund	Contribute to closing the gap in educational outcomes between RAE and non-RAE, including the desegregation of educational systems. The programme is designed to assist countries in implementing the Roma Strategies and Action plans, and is based upon demand.	SIDA	2006-01-02	2010-06-30	368 166	81 815
Kosovision Contest	The project promotes the inclusion of youngsters in shaping a better future, which is crucial for the development of a multi-ethnic and democratic state.	Swiss Agency for Development Cooperation	2009-11-01	2011-08-31	336 558	183 577
Kosovision Contest	Nationwide contest accompanied by the media for projects developed by students of all the 5th grade classes In-service teacher training in Education for Democratic Citizenship, participation, teaching methodology (Swiss contribution to project 336 000 €).	Several Donors: Swiss Agency for Development and Cooperation (SDC), Canton of Zurich	2008-05-01	2011-05-31	1 615 839	775 603
Education of vulnerable women and children in rural areas in Kosovo	Enhancing gender equality and reducing poverty. This project aims to educate women and teenagers with Roma/Ashkali background and fatherless teenagers in the municipality of Gjakova, Kosovo. This education should subsequently further gender equality.	The Netherlands	2009-01-04	2010-01-02	14 760	14 760

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Institutional Development Education Project (IDEP)	The long-term overall goal of the proposed project is to support the government in the implementation of the Strategy for the Development of Pre-University Education in Kosovo (and the Strategy for the Development of Higher Education). The specific objective of the proposed project is to strengthen systems, institutions and management capacities needed for education quality improvements.	World Bank	2007-01-01	2012-01-01	6 908 546	1 381 709
Kosovo's Activity to Support Schools(50 % Primary Education, 50% secondary education)	KASS - reduction of shifts 3 and 4.	USAID	2009-01-01	2012-09-28	4 253 533	1 417 844
Small Infrastructure for Education in Kosovo (50% basic education, 50% secondary education)	SIEK objective is to create better learning environment by eliminating shift 3 and 4 in schools.	USAID	2008-09-16	2010-09-05	3 526 590	1 234 842
Concepts of Citizenship among Secondary School Students in Kosovo. (Full Project)	Laying foundations for empirically analysing subjective concepts of citizenship, empirical research on concepts of citizenship among Kosovar schoolchildren.	Research Department of the Zurich University of Teacher Education	2010-08-01	2012-08-31	120 621	60 311
Support to the Creation for Disabled people	The aim of this initiative is to promote the social and economic inclusion of people with disabilities.	Italian Ministry of Foreign Affairs/ Directorate general for Development Cooperation	2008-01-06	2010-07-31	366 242	183 121
Education for Democratic Citizenship	Implementation, curriculum development, and training of personnel in the field of education for democratic citizenship.	IPE of Zürich University of Teacher Education	2010		27 000	27 000
Evaluation of teaching materials in Kosovo	Support of the Ministry of Education in Kosovo for the evaluation of existing teaching materials.	Canton of Zurich	2009-04-01	2010-03-31	158 016	158 016

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Development of teaching materials	Support of the Ministry of Education in Kosovo and the Albanian diaspora for the development of teaching materials for the diaspora.	Canton of Zurich	2008-09-15	2010-06-30	252 323	126 162
Concepts of Citizenship among Secondary School Students in Kosovo. (Full Project)	Outcomes of the research will be highly relevant to appropriate educational planning and curriculum making in Kosovo and also to the international research community in the field of citizenship education.	Research Department of the Zurich University of Teacher Education	2009-08-01	2010-07-31	45 236	45 236
Basic Education Project (BEP)		USAID	2010-09-01	2015-09-30	13 680 000	2 736 000
RAE minorities situation in the education system	Analysis of the situation for the RAE minorities in the educational system in Kosovo.	IPE of Zürich University of Teacher Education	2010		7 200	7 200
Municipal Social and Economic Infrastructure Programme/IPA 2008	The EU will finance the construction of the following schools and Sport Halls: 1. Istog – Cerrce - Construction of the new Primary School - Bajram Curri Cërrcë, sport hall included 2. Novobërdë- Pasjak village- Construction of the new Primary School - village Pasjak, sport hall included 3. Fushe Kosove - Construction of School Sport Hall (the construction of school was funded by EU funds, during the previous Municipal Infrastructure Project). 4. Podujevë - Construction of School Sport Hall (the construction of school was funded by EU funds, during the previous Municipal Infrastructure Project).	European Commission	2011-01-01	2013-01-01	1 400 000	700 000
Violence in school	Prevention of violence in school through creation of school, municipal and regional protection networks.	UNICEF	2008-09-15	2012-12-31	300 000	70 588
Support to RAE Education in Osterode	RAE children and families are provided education support in Osterode camp in Mitrovica north.	UNICEF	2008-10-01	2010-12-31	206 434	91 748

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Camp						
Support RAE Education	Response to RAE children drop out from school in primary schools through parental involvement and support to community learning centres in target areas.	UNICEF	2008-02-15	2010-12-31	310 812	109 698
Inclusive Education	Teacher training on interactive teaching and learning methodologies for inclusive education; community based education in rural areas and promotion of peace and tolerance through Peace for Kids Clubs.	UNICEF	2008-10-02	2010-12-31	450 000	200 000
Service delivery for minority education	Capacity development of three municipal education authorities and civil society for education of minorities.	UNICEF	2009-01-15	2010-12-31	106 000	53 000

2. PRE-SCHOOL

Title of project/programme	Description of Project/Programme Objectives	Funding Organisation/Agency	Approved Start Date	Approved End date	Total Amount	Annual budget
Multicultural Preschool Education	Multicultural Preschool Education in Kosovo. Multi-lingual and multi-cultural kindergarten, training of personnel, information to parents and local community, and activities towards municipalities and Ministry of Education.	Norway	2008-11-01	2010-12-01	600 136	200 045
Mozaik-A Model for community reconciliation through multicultural, bilingual preschool education in Kosova/o	a) To reduce conflict in communities through increasing interaction between members of different ethnic communities. b) To enhance the skills of participating teachers to impart Mozaik philosophy. c) To create a unique space for children.	MFA-Norway Save the Children Norway	2010-01-01	2010-12-01	177 270	177 270
Promoting inclusive education for pre –school children with disability	a) Equitable access to education b) Quality pre-primary and primary education	Save the Children Italy	2010-01-01	2010-12-31	144 343	144 343

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Improving quality education for preschool children through reconstruction	Improve access and quality education for preschool aged children in Peje/Pec and Gjilan/Gnjilane kindergarten through the reconstruction and rehabilitation of kindergarten buildings.	Save the Children Italy	2010-01-01	2010-09-30	60 000	60 000
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3. VOCATIONAL EDUCATION AND TRAINING

Title of project/programme	Description of Project/Programme Objectives	Funding Organisation/Agency	Approved Start Date	Approved End date	Total Amount	Annual budget
ECONET- Training Firm Network SEE, 2010-2013	Capacity building and training for teachers and headmasters in vocational schools in the methodology of practice firms. Including the set-up of six more practice firm classrooms in schools in Fushe Kosove / Kosovo Polje, Vushtrri/Vucitrn, Skenderaj/Srbica	Austrian Development Agency	2010-04-01	2013-12-31	400 000	106 667
Employment Promotion through Business and Skills Development/VET Agriculture 2008-2012	1: Support to Agribusinesses, 2: Improving Employability of youth, 3. Practical teacher training 4. Linkages between Schools & labour market 5.Capacity development	Denmark	2008-01-06	2012-01-12	4 000 000	1 000 000
EU KOSVET VI - Development of vocational and in-company training schemes and development of entrepreneurship skills	The project will support the government with its on-going reform of the VET system in order to bridge the gap between formal education & training & the world of work, promote demand-driven training & secure labour market relevant to young job seekers.	EC	2009-10-21	2011-10-21	1 898 000	949 000
training of 10 young adults to touristic economic activities	10 young adults from Kosovo (mainly from the Prizren area) will be trained in France to touristic occupations during a month	Embassy of France	2010-03-22	2010-04-23	24 500	24 500

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Promotion of Vocational Education Centres in the Context of Vocational Education Reform in Kosovo	Establishing Centres of Competence (CoCs) as important element of a demand-oriented VET system, aligned to EU regulations; linking CoCs and labour market services; Piloting Quality Management System for VET education in CoCs; Improving employability of VET graduates	Federal Ministry for Economic Cooperation and Development (BMZ) - Germany	2009-06-22	2012-12-31	8 000 000	2 285 714
Support to the VET Reform in Kosovo	Strengthen the MLSW and the VET centres in their ability to adapt VET and deliver it. Builds trains and equips VET centres, input at policy level.	Luxembourg	2007-01-01	2010-01-07	3 500 000	1 166 667
Strengthening Vocational Training in Kosovo-project extension	To contribute to the long term reduction of poverty by providing fair and impartial access to quality training, immediately useful in the employment market	Luxembourg	2010-10-07	2012-12-31	2 150 000	955 556
Support to the MEST project of Schools of Excellence	Build, equip and train the new schools of excellence in Prizren and Ferizaj	Luxembourg	2010-01-01	2014-12-31	12 316 000	3 079 000
Construction of Vocational Schools in Skenderaj and Malishevo	Construction of two vocational secondary schools, one within engineering in Skenderaj and one within economy in Malishevo. Providing equipment for the schools.	Norway	2008-12-03	2011-03-01	14 072 906	6 254 625
Training of Teachers for Vocational Schools in Skenderaj and Malishevo		Norway	2009-09-09	2011-12-31	412 131	176 628
Vocational Education Support	The vocational education and training system in Kosovo links and matches with the labour market requirements, narrows the gap to EU standards, and makes participating youth employable. The project addresses the reform of the whole VET system.	Swiss Agency for Development and Cooperation	2010-01-01	2012-12-31	3 400 000	1 133 333

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Workshops on weaving, tailoring and sewing	For the majority of women in the rural areas of Peje/Pec region this workshop will be the one and only place where they can interact, meet others, exchange experiences and learn something new. Such efforts are very important for the development of trust,	The Netherlands	2009-07-12	2010-07-07	6 400	6 400
Establishment of centre of competence in ICT in Prishtina	The Centre of Competence for IT would professionally educate young people and further educate already employed persons and also sustainably offer diverse services for the needs of the municipality and also Kosovo wide in the field of IT education and awareness.	JICA	2011-04-01	2013-09-01	7 000 000	2 800 000
Active Labour Market Programme for Youth	Improve employment prospects for vocational education students through promoting work-based training schemes: (a) Work-Based Apprenticeship Training, (b) Career Orientation and Counselling (c) Safety Measures at Work (d) Assist MEST to Develop Policy Instruments to Implement the Law on Vocational Education and to develop a comprehensive Apprenticeship Scheme	Government Norway	2008-12-01	2011-12-31	965 599	321 866
Teacher training, qualifications frameworks, school development, decentralisation, post-secondary vocational education and employment policies	Analytical work and policy advice to Kosovo education and training stakeholders and assists EC programming and project cycles. Capacity development by funding their participation to Western Balkans and Turkey Regional Cooperation , EU and other international mutual and peer learning activities training.	EU Brussels/ETF	2011-01-01	2013-12-31	450 000	150 000

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4. TEACHERS' PROFESSIONAL DEVELOPMENT

Title of project/programme	Description of Project/Programme Objectives	Funding Organisation/Agency	Approved Start Date	Approved End date	Total Amount	Annual budget
New Learning and Teaching Methodologies for Primary School Teachers	Capacity building and training for teachers in primary schools in new learning and teaching methodologies on individualized learning. This includes some technical equipment for Didactical Centres in Peja, Gjilan, Prizren and Pristina schools.	Austrian Federal Ministry of Education, Arts and Culture (BMUKK)	2009-09-01	2011-09-01	90 000	45 000
Teacher's training: Qualification of teachers and school directors	The aim of the project is to strengthen and improve the quality of education in Kosovo through developing a sustainable system of comprehensive in-service teacher training as well as the training of school directors to improve management capacities at local level	EC			3 500 000	1 166 667
Development of Quality Assurance, Accreditation and Development of NQA & NQF in Kosovo.	This project provides support to the establishment and functioning of the Qualifications Authority of Kosovo and the implementation of the NQF - the Qualifications Framework of Kosovo	EC	2009-01-09	2011-01-09	1 922 000	640 667
Support to the development of an In-Service Teacher Training Centre at the University of Prishtina	Advisory services along with St Patricks College from Dublin in founding and developing the teacher training Centre in Prizren.	Croatia				
Support to the Creation of the Pedagogical Institute of Kosovo	Improvement of the education sector within the EU standards, promoting training and research activities.	Italian Ministry of Foreign Affairs/ Directorate general for Development Cooperation	2007-06-01	2010-06-01	667 624	222 541

5. HIGHER EDUCATION

Title of project/programme	Description of Project/Programme Objectives	Funding Organisation/Agency	Approved Start Date	Approved End date	Total Amount of	Annual budget
Technical Assistance to MEST in Higher Education Reform		Austrian Development Agency	2010-01-05	2010-12-31	40 000	40 000
Building Quality, Knowledge and Skills for Social and Economic Development - Support to Reformed Higher Education in Kosovo 2008-2011	Development and modernization of the Higher education in Kosovo strongly focused on connection of higher education, labour market, supporting employment and employability. In all proposed measures special attention will be put on institutional and human c	Austrian Development Agency	2008-01-02	2011-01-31	833 300	277 767
Balkan Case Challenge 2008 –2010 - Sub competition for Kosovo	Support to students from SEE for new perspectives and connections in HE. It aims at opening up opportunities and new perspectives for students through strengthening links between higher education - employment and by the provision of concrete job opportunity	Austrian Development Agency	2007-10-01	2010-09-31	100 000	33 333
Multidimensional Project for the Implementation of an Institutionalised Partnership between Austria and Kosovo in the field of higher Education, Research and Innovation - Consolidation		Austrian Development Agency	2011-10-01	2013-12-31	2 000 000	500 000
Multidimensional Project for the Implementation of an Institutionalized Partnership between	The Multidimensional project aims to reform and stabilise the public Higher education system in Kosovo along the principles of the Bologna process, thus, contributing to the overall objective	Austrian Federal Ministry for Science and Research	2006-01-12	2010-12-31	2 860 000	572 000

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Austria and Kosovo in the field of Higher Education, Research and Innovation (Kosovo Austria Institutional Partnership KAIP)	establishing a good governance system in Kosovo along European					
Scholarship for studying in France	Aims to support master or doctorate students who study in France. Each year the French embassy offers 2 new scholarships to students preparing a master or a doctorate in France	Embassy of France	2009-01-10	2010-06-30	56 800	37 867
Support to French Department of the University of Prishtina	Support to the existence of a native French speaker at the department. The French embassy identifies a candidate for the position and support part of the costs of his /her salary	Embassy of France	2009-02-11	2010-05-29	3 000	3 000
Kosovo Institute of Journalism and Mass Communication	Kosovo Institute for Journalism and Communication (KIJAC). Institution building project establishing an MA programme in journalism. Contribute to the political and cultural development of Kosovo by providing professional development in the field of journalism	Norway	2008-03-12	2010-12-31	3 207 034	1 603 517
Scholarship Programme for Kosovar students in Norway	Scholarships for Kosovars to study in Norway	Norway	2009-01-01	2010-12-31	46 902	23 451
Further Institutional Development and Capacity Building for Teacher Education in Bosnian Language	To further develop access to quality teacher education programmes in Bosnian language at the Prizren campus of the University of Prishtinë/Priština	OSCE	2010-01-02	2010-01-02	93 000	93 000
Establishment of a Student Support Centre at the Gračanica/Graçanicë University Campus	Establishment of a Student Support Centre at the Gračanica/Graçanicë University Campus	OSCE	2010-05-01	2010-12-31	25 000	25 000
Establishment of a Career Centre at the University in Mitrovicë / Mitrovica	To further develop a Career Centre at the University in Mitrovica that will improve the employability of its students and future graduates	OSCE	15/02/2010	2010-12-31	85 250	85 250

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Supporting the Development of an In-Service Teacher Training Centre at the Prizren branch of the Faculty of Education/University of Prishtinë/Priština, Phase 1	To build institutional capacity at the Faculty of Education/University of Prishtinë/Priština through better qualified teacher educators and administrators so as to foster excellence in and coverage of in-service training for community language teachers	OSCE	2009-01-12	2010-01-12	82 960	82 960
Further Development of Research Capacity and Collaboration at the University in Mitrovicë/Mitrovica and Prishtinë/Priština	Through the Creation of a Fellowship Programme in Discipline-specific Areas with La Sapienza University and Dublin City University	OSCE	2010-05-01	2010-08-21	Confidential	?
European College Business Studies & Public Administration Mitrovica	To create a sustainability truly inclusive higher vocational institution, producing young professional civil servants and business leaders in Mitrovica region, used to work in multi-ethnic teams. To improve employability through study programme	Sida	2008-12-15	2011-03-30	2 735 779	1 094 312
NEWEN	Project aimed to establish a trans boundary network of six universities in the Western Balkans (situated in Albania, Bosnia and Herzegovina, Macedonia, Montenegro, Serbia and Kosovo) and three universities and institutions in the Netherlands, to facilitate	The Netherlands	2008-01-10	2010-05-31	120 708	43 455
Regional NGO Development	Regional project covering Albania, Bosnia, Kosovo, Macedonia, Montenegro and Serbia and focuses, with local NGOs as implementing parties, on the introduction of the so-called 'green agenda' regarding durable environmental development	The Netherlands	2006-12-13	2010-12-12	1 700 000	340 000
Mitrovica Summer University	An annually returning academic campaign at the University of Mitrovica where students from multi-ethnic and international backgrounds are given the opportunity to obtain a Europe-wide recognised	The Netherlands	2009-01-04	31/03/2011	700 937	280 375

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	degree in selected academic subjects					
Institutional Development Education Project (IDEP)	The long-term overall goal of the proposed project is to support also the Strategy for the Development of Higher Education. The specific objective of the proposed project is to strengthen systems, institutions and management capacities needed for education quality improvements.	World Bank/IDA	2007-01-01	2012-01-01	387 608	77 522
TEMPUS	Exchange Programme for Kosovar students to higher education institutions in Europe	EC	2010-01-01	2012-12-31	2 000 000	666 667
Higher Education Partnership Programme with the University of Prishtina Faculty of Economics	The aim of this project is to establish an accounting department and develop a new accountancy programme at the University of Prishtina (UP) Faculty of Economics.	USAID	2007-02-15	2010-09-30	352 413	114 346
Higher Education Partnership programme with the University of Prishtina Faculty of Engineering and Computer Sciences	The aim of this project is to improve telecommunications and computer sciences education at the University of Prishtina (UP) Faculty of Electrical Engineering and Computer Science.	USAID	2008-05-19	2011-06-30	290 716	123 834
Creation of the Third Cycle Studies-Doctoral- Studies in Meteorology	Harmonisation of the studies in the metrology in three cycle degree system according to Bologna Process: Creation of PHD Studies in Metrology; Creation of app. 10 new courses and modernisation of the existing once; Upgrading of laboratories capacities to	EC	2010-01-15	2013-01-15	1 049 313	349 667
Development of Regional Interdisciplinary Mechatronic Studies	Developing a regional interdisciplinary BA and Master studies in Mechatronics with relevance to industry need; creating an education and industry networks; developing a life - long learning courses for small and medium enterprises.	EC	2010-01-15	2013-01-15	894 395	283 132

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International Joint Master Degree in Plant Medicine	Designing and developing a Joint Master degree in Plant Medicine and permanent training of the teaching staff; improvement and modernisation of IT for teaching and project progress.	EC	2010-01-15	2013-01-15	1 350 353	450 118
Kosovo Interdisciplinary Knowledge Triangle Centre -PHD based Education Research and Training for Medical and Natural Sciences		EC	2010-01-15	2013-01-15	943 963	314 654
Supporting and Developing the Structures for the Q&A at the Private Higher Education Institutions in Kosovo	The main objective is to strengthen the quality assurance centres at the Private Higher Education Institutions; the instalment of the sustainable quality assurance system at all private HEI. This would enable to raise the quality in teaching, learning an	EC	2010-01-15	2012-01-15	509 558	254 779
Using Local resources for micro regional development-sustainable agribusiness and tourism in the southern Balkans	Establishing a new modular multiple degrees between EU and Non EU Universities in the field of sustainable agriculture, forestry, rural development, sustainable tourism and rural development.	EC	2010-01-15	2013-01-15	1 214 605	404 868
Fostering and Developing the Quality Culture at the University of Prishtina	The overall objective of the project is to foster and develop the quality culture at all levels as: teaching, learning, research, administrative and student support services while taking in to account perspectives of internal and external university stake.	EC	2009-09-15	2012-08-31	510 868	170 289
Entrepreneurship and Local Economic Development in Albania, Kosovo and Macedonia	This Project aims to enhance the capacity of the nine consortium universities in Albania, Kosovo and Macedonia and to contribute to the development of entrepreneurship and the creation of an entrepreneurial environment in their countries.	EC	2009-09-15	2012-08-31	1 057 880	352 627

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Harmonising Sport Science Curricula in the Balkans in the EU Perspective	To harmonize the content and structure of sport science curricula among HEI aiming to updating study programmes, particularly in the biomedical perspective, and reflecting scientific and educational advances while reducing the gap between learning outcomes and social and job market requirements, thereby enhancing the employability of Sport Science graduates and postgraduates and addressing Balkans' new social and public health needs.	European Commission	2009-09-15	2012-08-31	766 000	255 333
Development of Master study programmes in Education	The wider objectives are: to establish a new vision and tradition for pedagogical higher education, making profit of the experience of participating countries in line with the most advanced and successful available experience. To establish a new status for teachers and the specialists of educational sciences. To contribute to a further development of professionalism in education. To provide concrete basis for the re-planning of pre-service teacher training programmes, according to the Western European Trends. To create conditions for involving students and trainees in educational research.	EC	2009-09-15	2011-08-31	880 582	440 291
Improvement and Establishment of Biotechnology in Higher Education	The wider objective is to develop internationally recognised educational standards and qualification requirements in new BSc/MSc studies in biotechnology in Agriculture and Food in the framework of the goals of higher education reform in the partner university.	EC	2009-09-15	2010-08-31	766 101	766 101

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Creating R&D Capacities and Instruments for boosting Higher Education-Economy Cooperation	The project aims to contribute to the creation of R&D capacities and in line with TEMPUS-programme objectives and wide priorities for HE and Society (Knowledge triangle education-research-innovation; Development of partnerships with enterprises).	EC	2009-09-15	2012-08-31	912 246	304 082
Focus on Results and Enhancing Capacity through Sectors in Transition	Enhancing Capacity Across Sectors in Transition (FORECAST) Programme provides training and study opportunities for people of Kosovo active in many different professions, and helps local partner organizations and institutions operate more efficiently and ach	USAID	2005-09-28	2010-09-30	7 221 804	1 444 361
HED Partnerships:		USAID		2010-12-31	266 000	266 000
Emergent Renovation of Buildings in University of Prizren		TIKA	2010-08-20			
Employment of 3 Lectors from Turkey in University of Prishtina-Education Faculty of Prizren		TIKA	2010-09-01		150 000	150 000
High Education in Turkish Universities	The project involves providing scholarship to students who would like to obtain undergraduate and graduate degrees (masters and PhD) in universities in Turkey. At the moment, 473 students from Kosovo are studying in Turkey with these scholarships. Scholarships cover accommodation, tuition, per diem and other type of educational expenses.	Turkish Embassy			1 260 000	630 000

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6. Adult Education

Title of project/programme	Description of Project/Programme Objectives	Funding Organisation/ Agency	Approved Start Date	Approved End date	Total Amount	Annual budget
Youth Centres in Mitrovica and Vushtrri	The objective of the project is to teaching life skills to youth in Mitrovica and Vushtrri. The youth centres invite young people for English and IT lessons and offer a space for free time activities.	Finland KEO	2010-01-01	2010-12-31	149 000	149 000
Forum Syd Kosovo	Targeted young people are significantly empowered organised and active citizens, recognised and actively contributing to a democratic and peaceful society. The programme will have three main areas of activities: - Strengthen youth organisations and networks, Community youth work, and Education of young leaders	Sida	2009-05-18	2012-12-31	1 842 367	526 391
Support for Kosovo's Youth Leader	Through this programme USAID estimates to reach out to some 1200 youth and train them on job skills and entrepreneurship training, and 1,100 youth will gain on-the-job experience through private sector internships and apprenticeships.	USAID	2008-09-16	2011-09-30	1 763 295	587 765
Adult Education in Kosovo	Upgrading and supporting of local adults education structures as a contribution to stability in Kosovo through: Supporting structures of providers of adults education	Federal Ministry for Economic Cooperation and Development (BMZ) - Germany	2010-01-01	2012-12-31	415 000	138 333
Youth Employment & Participation project (YEP)		USAID	2010-09-01	2015-06-30	12 160 000	2 432 000

7. ICT

Title of project/programme	Description of Project/Programme Objectives	Funding Organisation/ Agency	Approved Start Date	Approved End date	Total Amount	Annual budget
Education and Employment - IT Equipment		EC	2010-10-01	2011-06-01	1 000 000	1 000 000
Education and Employment - IT Training		EC	2010-02-01	2012-01-31	2 000 000	1 000 000
IT Pilot Project in the field of Education in Kosovo (UNSCR 1244)	The project IT Pilot Project in the field of Education" under IPA 2008 represents one of the components of the wider education and employment programme for Kosovo. The project will provide the training of teachers and education professionals in ICT skills.	EC	2010-01-02	2012-01-02	1 979 500	989 750

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8. Central Capacity Building

Title of project/programme	Description of Project/Programme Objectives	Funding Organisation/ Agency	Approved Start Date	Approved End date	Total Amount	Annual budget
Training for the Government Starr in SEE 2009-2011	To strengthen European competence in the public management of Government staff through targeted education and training. Kosovo Government should be helped to EU cooperation programmes to raise funds and participate in structural reform.	Austrian Development Agency	2009-01-06	2012-06-30	110 000	36 667
EU Scholarships in Civil Service	Create an effective, efficient and transparent public administration at all levels and that scholarships will improve professional capacity of civil servant in key segments of Kosovo public administration.	EC	2008-09-19	2010-09-19	1 000 000	500 000
Human Resource Development Administration	Capacity building for Kosovo government officials.	Government of Japan	2010-01-01	2011-12-31		
Capacity Building Education Reform Project	CBERP focuses on three support areas - Strategic Planning Framework - to incorporate all relevant areas of education into a comprehensive policy and implementation plan , sector budgeting and Financing of the sector - the financing of prioritized needs and how to improve the performance of present PFM systems and mitigate the risks in the risks in the system, capacity Building for central agencies	Sida	2009-05-01	2011-06-30	470 667	217 231

9. Miscellaneous

Title of project/programme	Description of Project/Programme Objectives	Funding Organisation/Agency	Approved Start Date	Approved End date	Total Amount	Annual budget
Support to the implementation of the education sector - wide approach in Kosovo.	the project provides capacity support to development the management and quality of the general education system, through the development and implementation of a sector-wide approach: capacity building of MEST and MEDS; curriculum development & teacher training	EC	2009-10-20	012-10-20	2 869 000	717 250
Beautiful Kosovo	This is an initiative to address unemployment in Kosovo through job creation initiatives which at the same time promotes urban regeneration, local environmental improvements and development of green open spaces, recreational areas and restoration of cultural	EC			5 000 000	1 666 667
Student Fall Fair	Aims to support and participate in the fall student fair	Embassy of France	2010-01-10	2010-11-30	1 850	1 850
Challenges of Young People in Kosovo	Through the support and building of participative student and youth councils, through P2P education empowering of youth. Dissemination of learning about STI and other health risks	Luxembourg	2009-01-01	2010-12-31	604 200	302 100
Access to education for Roma, Ashkali and Egyptian children in Kosovo	a) To increase awareness among RAE children and community of rights and enhance RAE communities' participation in and commitment to their children's inclusion in mainstream education b) School are supported to review their approach and practices relating	Save the Children Sweden	2010-01-01	2010-12-31	54 100	54 100