

MID-TERM EVALUATION: Implementation of Kosovo Education Strategic Plan

2017- 2021



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Implementation of Kosovo
Education Strategic Plan

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Mid-term Evaluation: Implementation of Kosovo Education Strategic Plan 2017 - 2021

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List of Abbreviations

ADA	Austrian Development Agency
AI	Administrative Instruction
ALLED	EU and ADA funded project “Aligning Education and Training with Labor Market Needs”
ASSET	After School Support for Teens Project
AVETAE	Agency for Vocational Education and Training and Adult Education
EI	Education Inspectorate
EMIS	Education Management Information System
ESPE	External School Performance Evaluation
ETF	European Training Foundation
EU	European Union
FE	Faculty of Education
GER	Gross Enrolment Rate
GIZ CDBE	“Capacity Development in Basic Education” Project
ISDA	Integrated School Development Approach
KAS	Kosovo Agency of Statistics
KEC	Kosovo Education Center
KEEN	Kosovo Education and Employment Network
KESP	Kosovo Education Strategic Plan 2017 - 2021
KFOS	Kosovo Foundation for Open Society
KPI	Kosovo Pedagogical Institute

MED	Municipal Education Directorate
MEST	Ministry of Education, Science and Technology
NQA	National Qualification Authority
OSCE	Organisation for Security and Cooperation in Europe
PRTAN	Prevention and Response Teams toward Abandonment and Non-Registration
PSTEC	Programs and school textbooks experts' council
SAT	Self-Assessment Team
SBTPD	School-Based Teacher Professional Development
SCTL	State Council for Teacher Licensing
SDG	School Development Grant
SDP	School Development Plan
SL	Social Law
TPD	Teacher Professional Development
TPDD	Teacher Professional Development Department
UTUESC	United Trade Union of Education, Science and Culture
VET	Vocational Education and Training
VETAEC	Vocational Education and Training and Adult Education Council

Executive summary

This report presents a summary of monitoring results on the implementation of the Kosovo Education Strategic Plan (KESP) during the period 2017 – 2019. Moreover, the report aims to provide a detailed assessment of the implementation of activities/measures foreseen, achievement of indicators defined and consequently accomplishment of strategic objectives during the first three years of the KESP implementation.

The monitoring took place in 2019 and was focused on seven strategic objectives of KESP: 1) Participation and Inclusion; 2) Management of education system; 3) Quality Assurance; 4) Teacher development; 5) Teaching and Learning 6) Vocational Education and Trainings and Adult Education; 7) Higher Education. For this monitoring report, in addition to the analysis and review of available data, including strategic documents, analysis, statistical data and reports published in the area, interviews were conducted with senior officials from respective divisions in the MEST and representatives of civil society organizations engaged in the area of education.

Some of the findings from this analysis include:

- Participation of children/students in compulsory education and upper secondary education is satisfactory, however low participation of children in preschool education remains a challenge, mainly due to the lack of infrastructure and lack of institutions that are affordable. School dropout is low, and as a phenomenon it is considered to be present among Roma, Ashkali and Egyptian communities. Children with special education needs and children with special talents remain the most marginalized categories in pre-university education.
- Positive steps have been taken in establishing monitoring mechanisms and performance assessment of directors and deputy directors, such as the approval of the Law on Education Inspectorate, approval of the AI on professional practice standards for school directors and approval of the AI on school director appointment.
- Investment in education compared to Gross Domestic Product is comparable to regional countries. However, it has to be mentioned that spending in pre-university education is mainly focused in two categories: 1) wages and salaries and 2) capital expenses, whereas little is invested in improving the education quality. The funding formula review process is not finished yet.
- The legislation in pre-university education is characterized by lack of coherence, conflicts between primary legislation and secondary legislation, and between by-laws.
- The legal framework to assure quality in education institutions was completed in 2018. However, despite all these developments, the initial process of the implementation of regulatory framework for quality assurance

faced numerous challenges in appointing quality coordinators at school and municipal level, as well as in building their capacities.

- The legal package regulating teacher professional development is not completed yet as planned. The aspects that are not yet regulated include: 1) Induction into teaching; 2) School based professional development and 3) teacher professional development funding.
- The teacher performance assessment implementation is not in line with the KESP action plan. By 2019, performance assessment was carried out for around 2% of teachers (compared to 60% planned for the period 2017 – 2019). Moreover, despite efforts, teacher licensing process as per the grading system foreseen with the legal framework has shown no progress.
- The implementation of the new competency based curriculum started in 2017/18 despite the lack of textbooks and teaching aids in line with the requirements of the new curriculum. The whole new curriculum implementation process was accompanied with numerous challenges, lack of supervisory mechanisms, support and accountability in the curriculum implementation process, insufficient training and support provided to teachers and directors in implementing the curriculum, etc.
- The interest of youth on vocational schools increased over the last years. Around 52% of students in upper secondary education choose profiles of vocational education. However, the link between professional education and labour market remains a challenge and quality assurance mechanisms are not yet developed. In general, vocational schools remain a second choice, especially for students who could not enroll in gymnasiums. The most required profiles are in the area of engineering, production and construction and the area of business, administration and law. Practical learning in schools and professional practice in business remains unsatisfactory. Career guidance and counselling remains a challenge and services offered are still limited in some municipalities.
- The number of qualified academic staff in the higher education institutions is insufficient - while the “academic staff - student” ratio at the country level is 1:32, in the public sector it remains even more unfavorable - 1:55. The universities in Prizren, Peja, Gjilan and Gjakova are in a quite unfavorable situation, while the situation in the University of Prishtina remains at the level of the last several years 01:46. Although there are improvements in regards to the implementation of selection criteria for academic staff, no concrete actions were taken to address flagrant violations of academic integrity by any higher education institution in Kosovo.

Based on the analysis of these findings, the following recommendations were provided:

- 1 The MEST should revise the leadership for the KESP activities based on its re-organization, and should support the municipalities/MEDs to establish a clear organizational structure in line with their role and responsibilities as per the laws on pre-university education in Kosovo.

- 2 To increase the participation in preschool education, it is recommended to continue investment in infrastructure and educator capacity building over the next two years of the KESP. The MEST should be involved more in offering support to municipalities in regards to preschool education management, development of teacher capacities and mechanisms of quality assurance. Learning centers for Roma, Ashkali and Egyptian children should be supported, to enable their participation and successful education, and provision of scholarships for upper secondary school students of these communities should continue.
- 3 The MEST should complete the legislation and procedures for pre-service and in-service director professional development, performance assessment and creation of cooperation networks between school directors at local and central level.
- 4 The MEST should review the funding formula for pre-university education to help school development. In addition, the MEST should take all the necessary steps to review the primary legislation in pre-university education and constantly review and complement the secondary legislation, to avoid legal ambiguities, ensure coherence in legislation, clarify the decentralization process, roles and responsibilities and ensure transparency, responsibility and accountability from the central level to school level.
- 5 The MEST should improve the information management system for teacher professional development to contribute in licensing system, development of professional development policies in line with teacher needs.
- 6 The MEST should define forms of school based TPD implementation and monitoring, and modalities of recognizing school based TPD for licensing purposes and career promotion. In addition, regulatory framework for induction into teaching profession should be completed.
- 7 The linear salary increase of education employees should not take place because it has no positive effect. To motivate teachers to perform better, teacher licensing system should urgently become functional, and salaries should be linked to license level.
- 8 The MEST should do special arrangements to monitor new curriculum implementation and to help schools in its implementation.
- 9 Profiles in vocational schools should be constantly revised to be in line with labour market requirements and encourage module - based learning. Moreover, career guidance and counselling should become operational at school, municipal and national level, offering information on the labour market demand. The development of teaching materials, and the supply of vocational school workshops to enable the implementation of curriculum for the VETs and school-based practical learning remain challenging, therefore, ways and opportunities of cooperation with businesses should be found to implement the practical learning in working places.
- 10 The professor - student ratio in public higher education institutions should be improved by further reducing the number of students and increasing the number of academic staff, adjusting the number of students to market demand, and terminating the right to study for students who overextend them.

1. Introduction

Kosovo Education Strategic Plan (KESP)¹ approved by Kosovo Government on 7 December 2016 is the key document for the development of the education sector in Kosovo for the period 2017 – 2021. As such, KESP has seven strategic objectives in these areas: 1) Participation and Inclusion; 2) Management of education system; 3) Quality Assurance; 4) Teacher development; 5) Teaching and Learning; 6) Vocational Education and Training and Adult Education; 7) Higher Education. Expected results have been defined for each strategic objective, and to achieve these results, specific activities, deadlines for their accomplishment, financial implications and responsible institutions have been defined². In addition, in order to monitor the implementation of KESP, success indicators have been defined for each strategic objective.

This monitoring report on the implementation of KESP is carried out as part of the European Union funded project “Kosovo Education and Employment Network (KEEN)”, a strategic coalition of four civil society organisations involved in the area of education, employment and social policies: Kosovo Education Center (KEC), Agency for Promotion of Employment in Kosovo (APPK), Balkan Sunflowers Kosova (BSFK), Academy for Training and Technical Assistance (ATTA) and SPARK.

One of the objectives of the KEEN project is to participate in developing policies in the area of education and employment. As part of its activities, the project supported the drafting process of KESP and will monitor the implementation of this document from the position of civil society. Consequently, a monitoring framework, defining the monitoring methodology was drafted. To monitor the implementation of KESP, the activities have been divided and turned into questions covering all aspects, segments and concrete stages of their implementation. Different concrete resources have also been identified to facilitate the activity of monitoring and to verify their implementation.

As mentioned above, based on the monitoring framework, the objective of this report is to perform a midterm evaluation on the implementation of the Kosovo Education Strategic Plan 2017 - 2019. Moreover, the report aims to provide an overview of steps that have been taken so far to accomplish these activities, respectively the extent to which the strategic objectives have been met and to offer information about the changes that were done so far in the area of education. In addition, the report offers recommendations about the usage of the KESP as a platform to improve the quality of education in Kosovo.

To draft the report, in addition to strategic documents, analysis, statistical data on education and other rele-

¹ Kosovo Education Strategic Plan 20172021. MEST, July 2016. https://masht.rks-gov.net/uploads/2017/02/20161006-psak-2017-2021_1.pdf

² The Action Plan of Kosovo Education Strategic Plan 20172021. MEST, July 2016. <https://masht.rks-gov.net/uploads/2017/02/20161006-plani-i-veprimit.pdf>

vant reports in the area published by state institutions, civil society organisations and international partners in the area of education were reviewed, interviews were conducted with senior officials from respective divisions in the Ministry of Education, Science and Technology (MEST) and with representatives of organisations/institutions that helped during the KESP implementation. The interviews helped in understanding the perspective of all stakeholders.

2. Progress in achieving strategic objectives

KESP contains the following seven strategic objectives:

- 1** Increasing participation and providing equal opportunities for the development, training and education of every individual in pre-university education;
- 2** Improving the quality and efficient management of the education system, based on transparency and accountability;
- 3** Developing a functioning quality assurance system, in accordance with international standards;
- 4** Enhancing teaching quality through an effective and sustainable system for teacher professional development and preparation;
- 5** Maximising learning through quality teaching, implementing competency-based curricula and using high quality teaching resources;
- 6** Harmonising vocational education and training with labour market requirements in the country and abroad, and creating an open system for adult education;
- 7** Upgrading the quality and competitiveness of higher education through the promotion of excellence in teaching, scientific research, artistic creation, innovation, and internationalisation.

The following sections provide data related to activity implementation, namely data on the implementation of strategic objectives during the period 2017- 2019, compared to results defined, measures and indicators used to measure objectives achievement.

PARTICIPATION AND INCLUSION



2.1 SO1: Participation and inclusion

Participation and inclusion in education refers to the right of every child/student and young person to equal access and opportunities for maximal development of their potential. These expectations are part of the principles in the Pre-University Education Curriculum Framework, the objectives, expected results and activities of KESP 2017-2021, and in a number of other policies and specific education programs developed with the aim of ensuring inclusion and equal access to education for everyone.

Increase of participation in preschool education and pre-primary education, increase of inclusion in education of children with special needs and children of Roma, Ashkali and Egyptian communities, repatriated children and Diaspora children, school drop-out prevention, support of children with extraordinary potential and promotion of diversity are specific aspects addressed within the strategic objective 1. Participation and inclusion - Increase of inclusion and equal opportunities for development, training and education of every individual in pre-university education. Their implementation requires time, amendments in legal framework and corresponding programs, harmonization of actions, leadership, responsibility and accountability.

More specifically, there are eight (8) expected results within Strategic Objective 1:

- 1.1. *Participation in quality preschool education reaches 20% of children aged 0-5;*
- 1.2. *All 5 year old children are included in pre-primary quality education;*
- 1.3. *50% of children with special needs are included in the pre-university education system;*
- 1.4. *Inclusion of children of Roma, Ashkali and Egyptian communities in primary education has increased by 10%, while in lower and upper secondary education has increased by 20%;*
- 1.5. *All repatriated children are included in the education system and mechanisms for organising education in Diaspora are strengthened;*
- 1.6. *Effective mechanisms to prevent drop-out and non-enrolment in pre-university education are established;*
- 1.7. *There are mechanisms and programmes for identification and support of children with exceptional intellectual potential and special talents in academic, creative and artistic fields;*
- 1.8. *There are effective mechanisms and policies in place to promote diversity through an integrated education system.*

The following section provides data on the implementation of activities foreseen for each expected result.

2.1.1. Inclusion of children in pre-school education

Inclusion of children in institutionalised pre-school education in Kosovo remains a challenge at national level³. In this regard, KESP 2017 - 2021 identifies the low level of participation of children in preschool education as one of the main challenges in this intervention area, mainly due to lack of investment, lack of infrastructure, but also due to low awareness of children and policymakers about the importance of pre-school education⁴. Based on the data generated by the Education Management Information System (EMIS), there are only 43 functional public kindergartens in all the municipalities in Kosovo.⁵ Whereas, referring to the report published in the MEST website about the private licensed educational preschool institutions, until September 2019, in total, there are 87 private preschool institutions and 8 community-based preschool institutions⁶ that offer preschool education services for children of age 0-6.⁷

The expected result to increase the inclusion of children of age 0-5 to 20% is considered modest in the KESP evaluation report in 2018; therefore, it was suggested to increase the objective from 20% to 24%, to adjust it to the increase in demographic trends. Specifically, the report recommended that the development stage of education system needs to prioritize the inclusion of group ages 3-5⁸. Anyhow, this evaluation report has no evidence that the objective of inclusion in preschool education has been raised from 20 % to 24 % in annual reviews.

In this regard, according to the report on Education Statistics in Kosovo 2018/2019, published in June 2019 (low variant), the gross rate of inclusion of children in this level of education is only 7.2 %. Table 1 below also offers data about the inclusion of children in preschool education by group age.

3 Preschool Education in Kosovo. KEEN. 2018” http://keen-ks.net/site/assets/files/1445/edukimi_parashkollor_ne_kosove_alb.pdf

4 Referring to the report sent on 18.10.2019, by Ms. Vjollca Shala, Vice-President of the UTUESC

5 Education Statistics in Kosovo 2018/19. KAS. <http://ask.rks-gov.net/media/4859/statistikat-e-arsimit-2018-2019.pdf>

6 All community based preschool institutions are in the Municipality of Prishtina: SOS Kopshti, Shkronjat, Zogjtë, Ngjyrrat, Shtëpia magjike, Botanika, Milingonat, Ketrushët.

7 Private Licensed Preschool education Institutions (The List updated in September 2019). <https://masht.rks-gov.net/uploads/2018/05/lista-24-09-2019-5.doc> or <https://masht.rks-gov.net/divizioni-per-arsim-privat-parauniversitar>

8 KESP Annual Evaluation Report 2017-2021. MEST, 2018.

Table 1. Participation of children in pre-school education by age groups

Age group	Number of children included in public and private preschool institutions for the school year 2018/2019	Kosovo population projection 2011-2021 (low variant) according to the KAS for the year 2019	Inclusion rate in % compared to population projection for the year 2019
Age 1 to 2	1,353	27,076	5.0%
Age 2 to 3	1,639	26,269	6.2%
Age 3 to 4	2,642	25,736	10.3%
Age 4 to 5	2,701	25,305	10.7%
Total Age 1 to 5	8,335	116,523	7.2%

SOURCE: : KAS/EMIS (2018/2019)

Whereas, gross participation rate of children age 4 and 5 in preschool education during the school year 2018/19 was 49.5%, which presents a minor increase as compared to previous years⁹.

Table 2. Number of children age 4 and 5 enrolled in preschool and pre-primary education level and enrolment rate in %

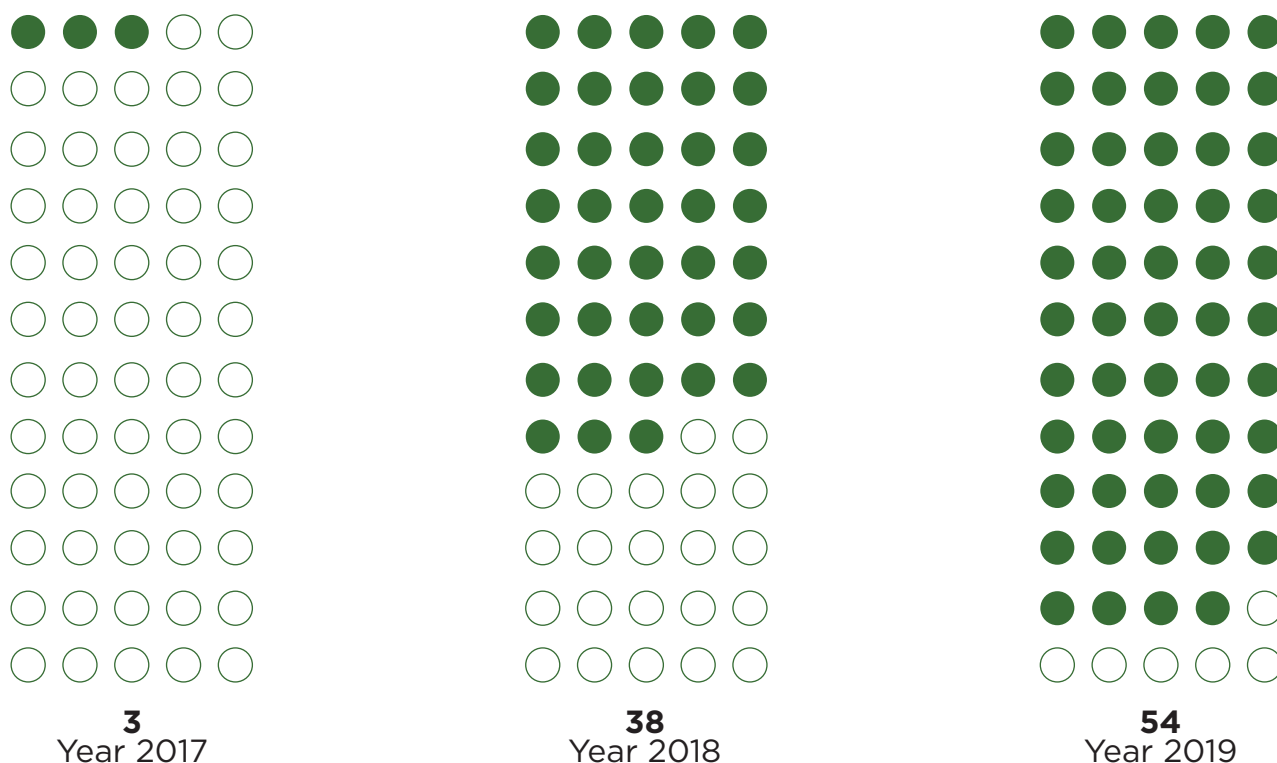
Age group	2016/17	2017/18	2018/19
4 years old	1,964	2,064	2,701
5 years old	23,442	24,013	23,749
Total	25,406	26,077	26,450
Population of age 4 and 5 years old	54,584	53,964	53,471
Enrolment rate	46.5%	48.3%	49.5%

SOURCE: KAS/EMIS (2016/2017; 2017/2018; 2018/2019)

9 Based on Population Projections – medium variant (2011- 2021). Kosovo Agency of Statistics (2013). Kosovo population projection 2011-2061, pg. 39. <http://ask.rks-gov.net/media/1610/parashikimi-i-popullsis%C3%AB-n%C3%AB-kosov%C3%AB-2011-2061.pdf>

Administrative Instruction No. 15/2016 on Licensing and registering private preschool education institutions¹⁰ accelerated the procedures for licensing private preschool institutions. In the report published by the Division for Private Pre-university Education, it is noticed that 95 preschool institutions were licensed over the last three years. Specifically, until September 2019, when the data for this report were collected, 95 preschool institutions were licensed, of which 3 in 2017, 38 in 2018, and 54 institutions in 2019. According to the list published, there are differences in license duration, from one to three year¹¹.

Table 3. Number of private licensed preschool institutions by years



The program for in-service training of educators working with children of age 0-3 was drafted and implemented in cooperation with Save the Children. Moreover, the program is titled “Usage and adaptation of kindergarten spaces for educational and development purposes” and according to the data from the Division for Preschool Education in the MEST, a total number of 50 educators benefited from this training program in 2019.

Another activity that was foreseen to be carried out in 2018 was the drafting of a package of awareness programs for parents in regards to early childhood education. As part of this activity, the Kosovo Pedagogical Institute (KPI) in cooperation with MEST organized a training for educators and parents, titled “*Cooperation educator-parent*”. Training was carried out with 5 groups consisting of 22-23 participants, including educators

¹⁰ AI No. 15/2016 on Licensing and Registering private preschool education institutions. MEST. August, 2016. <https://masht.rks-gov.net/uploads/2016/09/15-ua-nr15-2016-licencimi-dhe-regj-ins-ed-app-rotated.pdf>

¹¹ Private Licensed Preschool Education Institutions (The List updated in September 2019). MEST, 2019. <https://masht.rks-gov.net/divizioni-per-arsim-privat-parauniversitar>

working with the children of age 0-3 and 3-6, and parents. 4-5 parents were part of each group. The training is no longer delivered in 2019 and there is no evidence about any package of awareness programs for parents drafted in regards to early childhood education. As part of the objective: 'Organization of awareness activities for the community on the importance of preschool education', in 2017 MEST in cooperation with the UNICEF office in Kosovo, in an open environment close to the Technical Faculty launched the strategy of communication about the importance of investment in the first 1000 days in a child's life, based on three objectives: a) Promotion of breastfeeding; b) Regular child vaccination; and c) Inclusion of fathers in child care and development.

In addition, as part of the awareness campaign, Save the Children in cooperation with the MEST, namely Division for Preschool Education, broadcasted the video animation: A Treasury for the whole life for a month in the public communication screen in Mother Theresa Square. In this regard, in cooperation with Save the Children, a two days Regional Conference was organised: *Investment in Early Childhood Care and Development: Facts, Opportunities and Challenges*. The conference was an opportunity for policy makers, service providers, representative from the academy and other stakeholders to be informed and to share their best practices on the importance of investing in early childhood care and development. On the other hand, according to the data collected, the activity planned during 2017-2019 related to the piloting of the new pre-school curriculum, has not been carried out as planned. In 2018, the initiative to draft a new curriculum started and consequently in September 2019, the final draft of the Core Curriculum for education in early childhood 0-5 was approved by the Minister of Education¹². The decision was followed by many reactions from preschool institutions. In this regard, the Collegium of directors on 23.09.2019 required from the MEST to cancel the decision on the approval of core curriculum for this education level, mainly due to lack of information about the review, amendment and changes done in the document following the public discussion¹³.

To implement and monitor the competences for educators working with children of age 3-5, four sub-activities were planned for the period 2017-2019: (1) Training educators working with children aged 3-5 years on implementing the "Educators Competencies"; (2) Training inspectors and directors of preschool institutions on competency-based assessment; (3) Printing documents for educator competencies (4) Installing a database to assess competencies in every preschool institution, MED and inspection office. In this regard, the respective Division in the MEST reported that a three-day training was organized with education inspectors and directors of preschool institutions to inform them about the educator competencies document, evaluation instrument and electronic database, but no information was provided in regards to the organisation of this training with educators. The official document for educator competencies is published by the Kosovo Education Center (KEC) in cooperation with the MEST. In addition, it is reported that databases for educator competences assessment have been distributed to all inspection offices.

12 Core Curriculum for Early Childhood Education. MEST, March 2019. <https://masht.rks-gov.net/uploads/2019/09/kurrikula-bertham-per-edukim-ne-femirin-e-hershem-0-5-vjeq-pjesa-e-par.pdf>

13 Kindergartens in Kosovo do not accept the decision of the Minister Bytyqi about the Core Curriculum. VeriuInfo. September, 2019. <http://www.veriu.info/cerdhet-ne-kosove-nuk-e-pranojne-vendimin-e-ministrit-bytyqi-per-kurrikulen-berthame/>

In 2018, the Concept document on early childhood education 0-6 has been drafted¹⁴, whereas in 2019 the Draft law on early childhood development was initiated.

Finally, in the analysis of the Government and the MEST programs and strategic plans for education aimed to address issues related to preschool education, it is noted that there is a discrepancy in the formulation of objectives and in their expected results and activities. For example, in the Government Programme 2017-2021, the list of the MEST objectives differs from the objectives defined in the KESP 2017-2021 and the expected results related to preschool education. The objectives in the Government Programme include: (i) To apply programs applicable around the world to advance the work with this category of children; (ii) To maximise the inclusion of children in kindergartens and especially in preschool institutions; (iii) To prepare educators to work with advanced working standards, and (iv) To build respective buildings accessible to population¹⁵.

On the other hand, Government annual work plans for the year 2018 and 2019 include objectives formulated differently¹⁶, with differences in activities over the years related to preschool education (activities are transferred and removed), such as the case of transferring the activity for piloting the curriculum from the year 2018 to 2019, whose implementation has not started yet due to delays in developing and approving the new curriculum for this level of education¹⁷. Similarly, the activity “Increase of inclusion of children in preschool education¹⁸” planned for 2018, in 2019 is formulated “Creation of new physical spaces for inclusion of children in preschool education¹⁹”.

As shown above, the low level of participation in preschool education is mainly because this level of education has not been defined as a priority in policies and few investments have been done lately in human resources and infrastructure. Low level of participation in preschool education can have a negative impact in students’ future learning perspectives.²⁰

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- 14 Concept document on Early Childhood Development 0 – 6. Prime Minister Office, August 2018. <http://kryeministri-ks.net/wp-content/uploads/2018/12/Koncept-Dokumenti-p%C3%ABr-Edukimin-Parashkollor-Edukimin-n%C3%AB-F%C3%ABmij%C3%ABrin-%C3%AB-e-Hershme-0-6-vie%C3%A7-MASHT-Shqip.pdf>
- 15 The Government Programme of the Republic of Kosovo 2017-2021, pg.82. September, 2017 https://www.min-rks.net/repository/docs/programi_i_qeverise_se_republikes_se_kosoves_2017_2021.pdf
- 16 The objectives for education according to Government annual plans (2018 and 2019):
- Objective 4.a.1. Undertaking reforms in all education system levels. (The Plan, 2018) <http://kryeministri-ks.net/dokumente/page/33/>
 - Objective 1.1: Quality improvement and increase in inclusion of children in pre-university education, with a focus in preschool level. (The Plan, 2019). <http://kryeministri-ks.net/dokumente/page/9/>
- 17 On 20.09.2019, the decision 470/01B has been issued approving the Core Curriculum for Early Childhood Education 0-5.
- 18 Indicators to measure the activity Increase in inclusion of children in preschool education, in the Government Plan for Education for the year 2018:
1. As part of the PA project, the work for construction of 7 new kindergartens will begin (1 with the IPA 2014 and 6 with the IPA 2016).
 2. Construction works in 2 kindergartens will continue with the participation of the MEST in the IPA.
 3. With the MEST investment, construction works to build one kindergarten will continue and the work to build two new kindergartens will begin;
 4. Around 20 private preschool institutions licensed (around 800 children included in preschool education).
- 19 Indicators to measure the activity Creation of new physical spaces for inclusion of children in preschool education, in the Government Plan for Education for the year 2019:
1. Within IPA project, 3 new kindergartens built (1 kindergarten with the IPA 2014 and 2 kindergartens with the IPA 2016, with the MEST participation).
 2. With the MEST investment, 2 kindergartens built (January-December).
 3. Building of 2 (two) kindergartens will start (January-December).
 4. Around 20 private preschool institutions licensed for the first time (January-December).
- 20 Pre-university Education Management in Kosovo, pg.19. KEEN, December 2018. http://www.keen-ks.net/site/assets/files/1456/raporti_per_menaxhimin_e_arsimit_parauniversitar_-_alb.pdf

2.1.2. Inclusion of children in pre-primary education

The rate of inclusion of children in pre-primary education has shown progress towards the objective defined in the strategic plan for education. In this regard, according to the Annual Statistical Report with educational indicators 2017/18, the Gross Enrolment Rate (GER) for the age group 5-6 is 92.4%, which compared to previous year shows an increase of 4.8 percentage points. The following table presents the number of children in preschool education and pre-primary education in public and private preschool institutions during the period 2015/2016 – 2018/2019.

Table 4. Number of children registered in preschool and pre-primary education

	2016/17	2017/18	2018/19
Type of institution			
Public	22,157	22,858	22,051
Private	1,285	1,282	1,698
Total	23,442	24,140	23,749
Population of age 5 ²¹	26,654	26,125	25,631
Enrolment rate	87.8%	92.4%	92.7%

SOURCE: KAS/EMIS (2016/2017; 2017/2018; 2018/2019)

Moreover, the data show that within three years, the number of children included in preschool education and pre-primary education in private institutions increased for 20.1%. Anyhow, this progress emphasizes the need to build an effective system to monitor the work of private preschool institutions, to ensure that early childhood education policies and programs are implemented accordingly.

In regards to the objective to increase participation of children in pre-primary education by opening new pre-primary classes, the MEST signed a cooperation agreement with the Swiss Caritas for an inclusive preschool education in Kosovo. In this regard, as a result of this cooperation, during the period 2017 – 2019, a total number of 56 pre-primary classes were equipped with inventory and accompanying material in several municipalities in Kosovo, including: Prizren, Gjakova, Gjilan, Viti, Fushë Kosova, Drenas, Klina, Malisheva, Mitrovica, Suhareka and Podujeva.

²¹ According to population projections – low variant (2011- 2021). Kosovo Agency of Statistics (2013). KOSOVO POPULATION PROJECTION 2011-2061, pg. 71. <http://ask.rks-gov.net/media/1610/parashikimi-i-popullsis%C3%AB-n%C3%AB-kosov%C3%AB-2011-2061.pdf>

Moreover, a 5-day training has been organized for educators for the module licensed by the MEST "*Child learning and development through games*", with the participation of 108 educators.

On the other hand, there are no data or any specific report on the training of educators to implement the curriculum, there is no study package developed dedicated to preschool education age group, there is no data about the training of pedagogues or directors to monitor educators based on their competences and there is no data about the instalment of evaluation database in schools, referring to educator competences. Moreover, the latter has not been elaborated in the activities description part in the KESP document 2017-2021. Commitment to implement these activities is reflected more with the educators working in preschool institutions that have been supported by different projects implemented by the KEC and Save the Children, and less with the educators working in pre-primary education within primary schools.

2.1.3. Inclusion of children with special needs

The data related to the number of students with special needs and the accuracy of these data is complex because there is no evaluation of all students with special needs included in regular classes. In this regard, it is estimated that the number of students with special needs in regular classes has decreased year by year, whereas the number in Resource Centers has increased.

Table 5. Number of students with special needs in pre-university education

Number of students	2016/17	2017/18	2018/19
Students with special needs in Resource Centers	271	315	365
Students with special needs in attached classes	5,294	4,451	3,645 ²²
Total number of students with special needs in pre-university education	5,565	4,766	4,010

SOURCE: KAS/EMIS (2016/2017; 2017/2018, 2018/2019)

Compared to the number of supporting teachers and assistants working with children with special needs, the data show that until 2019, there are 83 supporting teachers and 49 assistants engaged in working with children with special needs. Engagement of 51 additional students is still under process. On the other hand, lack of sufficient assistants forces parents to engage them with their own finances.

²² The change or decrease in the number of students with special needs in attached classes cannot be verified precisely. Some of them are integrated in regular classes following an evaluation by a professional team or are transferred to Resource Centers.

As part of activities foreseen in the KESP 2017 – 2021 in regards to definition of EMIS indicators for children with special needs, the MEST with the support of Save the Children carried out a study related to data collection and the functioning of mechanisms for children with special needs in the education system. This study offers recommendations about the measures to be undertaken in regards to the collection and processing of data in the EMIS for children with special needs and it does not recommend the definition of EMIS indicators for children with special needs, as foreseen in the KESP. The findings from this study are foreseen to be included in the EMIS system, but the existing EMIS allows for little intervention and improvement. This shows that the activity defined in the KESP has not been accomplished as described, whereas according to the respective division in the MEST, in 2020 the focus is in improving qualitative and quantitative data collection for all children with special needs included and not included in the education system.

In regards to the activity of making the pedagogic assessment teams operational, KESP foresees the development of instruments for assessment of pedagogical needs of children with special needs. Progress was achieved during 2017 in developing instruments, which have been piloted during the school year 2018/2019; the findings following the pilot phase were analysed and incorporated in the instruments and, according to the respective division in the MEST, they will be published on December 3rd, 2019.

In addition, according to the plan, the expert training programme has been developed for educational needs assessment of children with special needs. However, according to respective division in the MEST, trainings have not begun yet although they were planned to take place in 2018. The first phase of these trainings is foreseen to start in 2020 in 10 municipalities, and there will be teachers, municipal assessment teams and psychologists involved.

In regards to training of teaching staff on inclusive education, the data reported are similar to the data from the KESP evaluation report 2018. In this regard, during 2018/2019, trainings about the index for inclusion and Individual Education Plan (IEP) were organised for 50 inspectors and 30 municipal officials. A total of 556 teachers attended trainings in programs: “Differentiated learning and individualized teaching in an inclusive classroom“, “Index for inclusion” and “Autism spectre disorders”. Trainings were supported by Save the Children and UNICEF, co-financed by the MEST. Despite trainings organised, the high number of teachers not trained to work with children with special needs remains a challenge, while they constantly are faced with needs in this area.

Similar to KESP evaluation report for the year 2018, it is reported that the number of attached classes at country level has been reduced from 76 to 18. It means that no progress was made since 2018. According to the respective division, these classes are planned to be converted to resource rooms when these children finish the ninth grade, since their integration in regular classes has been impossible due to their age and severe disability. This transition of attached classes is foreseen also with the Administrative Instruction No. 02/2018 for the conversion of attached classes to resource rooms²³. In addition, it is reported that the closure of all attached classes and their conversion to resource rooms as planned is a challenge itself, since in several municipalities and schools there are children with severe and multiple disabilities. Another challenge identified is the age of children, since they are too old to be integrated in regular classes, and the lack of professional resources in regular schools to support the integration process.

23 Administrative Instruction No. 02/2018 for the conversion of attached classes in resource rooms. MEST, 2018. <https://masht.rks-gov.net/uploads/2018/04/02-2018-ua-per-qendrat-burimore-x.pdf>

As part of the activity for the enforcement of school support mechanisms, it is foreseen to increase the number of teachers²⁴ who support the children with special needs. To this point, during 2018, 9 supporting teachers were engaged in municipalities to support schools, teachers and students to create an inclusive environment and help them in their pedagogical work with disabled children. Currently, there are 83 supporting teachers at country level. For the year 2019, it is planned to engage 100 assistants for children with special needs. It is reported that 49 assistants to work with children with special needs have already been engaged and 51 more are in the process of recruitment. The normative for teachers No. 10/2018, Article 7 in the normative, clarifies the qualifications needed for supporting mechanisms at school level: Supporting educators, Supporting teachers, Travelling teachers and assistants for children/students with special needs.²⁵

Engagement of assistants to work with children with special needs is a new policy part of the specific grant for financing the pre-university education, and for the policy to be sustainable, it should be included in the financing formula. Engagement of supporting teachers and assistants to work with children with special needs is challenging itself, because in some municipalities the needs planning is not done on time, and consequently their submission of plan and requests to the MEST, to ensure that their plans are included in the specific education grant.




2.1.4 Inclusion of Roma, Ashkali and Egyptian Communities in education

Participation and inclusion of Roma, Ashkali and Egyptian Children in compulsory education increased over the years. Anyhow, participation of children in preschool, pre-primary and higher secondary education remains a challenge. This is reflected in the Table below, which refers to the EMIS data about the inclusion of children/students of Roma, Ashkali and Egyptian communities in these levels of education.

24 Supporting teachers are travelling teachers of Resource Centers (former special schools), who are engaged by the MEST in cooperation with the municipalities to support children with special needs and their teachers in regular schools. Whereas, Assistants for students/children with special needs are candidates who successfully completed the fifth level of qualification in the Competency Center in Ferizaj. The introduction of assistants for students/children with special educational needs is part of a new policy, planned with a budgetary line, engaged by municipalities/respectively the MEDs.

25 Administrative Instruction No. 10/2018 for the normative on General Education professional staff. MEST, 2018. <https://masht.rks-gov.net/uploads/2018/07/ua-masht-10-2018-per-normativin-mbi-kuadrin-profes-te-arsimit-te-pergjithshem-x.pdf>

Table 6. Inclusion of children of Roma, Ashkali and Egyptian communities in all levels of pre-university education in Kosovo.

Level			
Preschool level (0-4)	0	13	24
Pre-primary level (5-6) (kindergarten + school)	397	411	436
Primary education (grade 1-5)	3,431	3,663	3,651
Lower secondary education (grade 6-9)	1,954	2,020	2,146
Higher secondary education	486	561	582
Total	6,268	6,668	6,839

SOURCE: KAS/EMIS (2016/2017; 2017/2018, 2018/2019)

As the Table above shows, during the school year 2018/19, a total number of 6,839 children/students of Roma, Ashkali and Egyptian communities were included in all levels of pre-university education, of which 24 in preschool education, 436 in pre-primary education, 5,797 in primary, lower secondary education and 582 in higher secondary education. It can be noted that participation is far more satisfactory in compulsory education, respectively primary, lower secondary education, whereas participation decreases considerably in higher levels of education. In addition, it can be noted that, over the years, participation in all levels of education showed a relatively stable trend.

To increase the inclusion of children of Roma, Ashkali and Egyptian communities in pre-university education, programs of learning centers were foreseen to be harmonised during the first three years of the KESP implementation, respectively during the period 2017 - 2019. In this regard, according to the respective division in the MEST, in 2018, the Guideline and accompanying documentation for the implementation of the AI No. 17/2018 for the establishment and functionalisation of learning centers was drafted and finalised²⁶. Meanwhile, the guideline and the corresponding documents for the implementation of this AI are not approved yet. Consequently, in the absence of the guideline and accompanying documentation, the process of harmonizing programs has not started as foreseen in the strategic plan.

In Kosovo, there are 83 Learning Centers, acting in 20 municipalities of Kosovo, mainly in municipalities where the majority of Roma, Ashkali and Egyptian communities live²⁷. These centers are managed by 10

²⁶ AI No.17/2018 for the establishment and functionalisation of learning centers MEST. November, 2018 <https://masht.rks-gov.net/uploads/2018/11/ua-masht-nr-17-2018-per-themelimin-dhe-funksionimin-e-qendrave-mesimore-x.pdf>

²⁷ The impact of Learning Centers in the inclusion of Roma, Ashkali and Egyptian children in education. KOSINT. November, 2018 http://www.keen-ks.net/site/assets/files/1446/qm_ne_kosove-_alb-1.pdf

civil society organisations in Kosovo, supported financially by international donators. The highest number of Learning Centers is in the municipality of Gjakova, Prizren, Peja and Lipjan. Moreover, according to the report, referring to the data offered by non-governmental organisations managing the Learning Centers, during the school year 2017/18, a total of 5,555 children attended the programs/activities offered in the Learning Centers, and the number of children of both genders is almost equal²⁸.

Within the scope of the project EU SIMRAES 2, implemented by the Kosovo Foundation for Open Society (KFOS) and the Kosovo Education Center (KEC) in cooperation with 6 local partners, during 2017-2018, supporting activities were organised to ensure equal access for children of Roma, Ashkali and Egyptian communities in preschool, primary and secondary education, improving the enrolment, attendance and achievement of results through community based support and financial support. Learning center support, school supporting packages, scholarships for students, anti-discrimination training “Education for Social Justice (ESJ)”, training for mediators, training for Learning Center Coordinators, monitoring of learning centers are some of the activities organized within the scope of the project EU SIMRAES 2 over the two last years²⁹.

In regards to the activity of drafting regulations by municipalities to facilitate the enrolment and attendance conditions of Roma, Ashkali and Egyptian children in pre-school and higher secondary education level, according to the MEST data, only the municipality of Obiliq drafted the regulation and based on that regulation it facilitates the enrolment of Roma, Ashkali and Egyptian children in public and private pre-school institutions. Lack of such regulation in all municipalities where Roma, Ashkali and Egyptian children live, may have an impact and the increase in the inclusion of Roma, Ashkali and Egyptian children in preschool, primary and secondary education may not be in line with the expectations for the increase in inclusion in education of children from these communities.

Providing scholarships for the secondary school education for students of Roma, Ashkali, and Egyptian communities that have shown success in learning and that meet the requirements has been defined as a reference point every year within the second activity. In regards to this activity, it is reported that there was an increase in the number of beneficiaries of scholarships for the year 2018/2019. Based on the data from the Division for inclusive education - The office for communities within the MEST, during the school year 2018/2019, scholarships were provided to 600 students of Roma, Ashkali and Egyptian community included in higher secondary education. In addition, the GIZ program implemented by the NGO VoRAE, has supported 150 students (not benefiting full scholarships) in secondary higher education with 50% of scholarship. Therefore, it can be said that in the school year 2018/2019, a total of 750 students of Roma, Ashkali and Egyptian community in secondary schools have been supported with scholarships or 48% more than in the school year 2017/2018. Anyhow, there is no unified document yet, setting the criteria for selection of winners, although this activity was foreseen to be carried out in 2017.

Referring to the report from the Division for inclusive education - The office for communities in the MEST, regarding the monitoring of the implementation of facilitation measures for enrolment of children of Roma, Ashkali and Egyptian communities in preschool and upper secondary schools, there is no regular monitoring system, but subject to requests submitted in the MEST, they coordinate with the MEDs to facilitate enrolment

28 Ibid.

29 Kosovo Education Center annual work reports. KEC. 2017 and 2018. <http://kec-ks.org/wp-content/uploads/2016/02/2.-KEC-Rapor-ti-2018.pdf>

of students in respective levels. According to the respective division in the MEST, every year the MEDs show understanding for communities, even if they do not fulfil enrolment criteria.

In regards to the activity of training of teachers for teaching in Roma language, foreseen in the KESP to be implemented every year, from the MEST data it is reported that during the school year 2018/2019 a training was organized on how to use curriculum and textbooks of Roma language and culture. The training was organised by the NGO “Voice of Roma, Ashkali and Egyptians – VORAE” in cooperation with the MEST, but there are no data about the number of teachers participating in this training and the continuation of the activity in the school year 2019/2020. It is reported that there is no interest by teachers to participate in this training.

In regards to activities to raise awareness of Roma, Ashkali and Egyptian communities on the importance of timely enrolment and school attendance, various awareness activities were foreseen to be organised annually, with a special focus on girls. Therefore, to raise awareness and to promote the importance of education among Roma, Ashkali and Egyptian communities, on April 2017, MEST organised activities to mark the Roma Day (8th of April), namely a round table addressing the need for education and its importance. In addition, around 2.5% of students of Turkish, Bosnian, and Egyptian communities living in Kosovo participated in the third cycle of the ATOM project, whose objective is to identify and support exceptional intelligence, gifted and talented students (atomists)³⁰.

Moreover, from the Office for communities within the MEST, it is reported that leaflets about orientation in higher secondary education, including existing schools and profiles, were drafted and distributed during the school year 2018/2019, and a three-day summer camp was organized in Kukaj village, with the participation of 26 students of all communities included in lower secondary education. In addition, from the MEST data, it is understood that there were several meetings organized with 9th-grade students of Roma, Ashkali and Egyptian communities. However, there is no data about the number of students of Roma, Ashkali and Egyptian communities involved in these activities and school coverage.

The report ‘Communities Access to Pre-university Education in Kosovo’, published by the Organisation for Security and Cooperation in Europe, Mission in Kosovo (OSCE), describes the achievements and challenges in increasing the inclusion of communities in pre-university education in Kosovo.³¹ According to this report, institutions generally provide communities with an adequate level of support in accessing education, such as transport, scholarships and catch-up classes that are mainly provided in co-operation with civil society organizations. A sustainable solution for the provision of Serbian-language education within the Kosovo education system is yet to be found. A concept note which provides the basis of a strategy for Serbian Language in Kosovo and its integration in the Kosovo system has been developed by ECMI EU Funded project. Education in community languages is generally available, but the provision of textbooks in the Bosnian and Turkish languages remains uneven.³² On the other hand, according to the Curriculum Framework (revised in 2016), Albanian language for non-Albanian community students is part of the curriculum from the second level, respectively from the third grade³³, but textbooks to be used by students of Bosnian and Turkish communities have not been drafted yet³⁴.

30 Referring to the report sent on 18.10.2019, by Jusuf Thaçi, the Executive Director of the ATOM Institute for the Identification and supporting of exceptional intelligence, gifted and talented students (atomists) within the project ATOMI.

31 Communities Access to Pre-university Education in Kosovo. Organisation for Security and Cooperation in Europe, Mission in Kosovo (OSCE), December 2018. <https://www.osce.org/sq/mission-in-kosovo/406958?download=true>

32 Ibid.

33 Curriculum Framework for Pre-university Education of the Republic of Kosovo (revised). pg. 40. MEST, 2017. <http://masht.rks-gov.net/uploads/2017/02/korniza-kurrikulare-finale.pdf>

34 Communities Access to Pre-university Education in Kosovo. Organisation for Security and Cooperation in Europe, Mission in Kosovo

2.1.5. Inclusion of Repatriated Children and organisation of education in Diaspora

To monitor the implementation of repatriation legislation by the MEST supervision group, as reported in the KESP evaluation reports for the year 2017 and 2018, language learning courses were monitored to integrate the repatriated children in the public education system. The MEST supervision group reports that every year they organized preparatory meetings to start with supplementary learning for the repatriated in the municipalities with cases evidenced and reported in the system. In addition, the Municipal Education Directorates (MED) in all municipalities with cases of students returned and repatriated, drafted individual plans for students in areas defined, as per the legislation applicable. Based on monitoring results, individual plans for Albanian language and other students' needs were drafted, based on programs approved by the MEST for the repatriated students, such as Teacher's book and Student's book. In addition, referring to the MEST data, all pre-university education institutions have implemented the respective Administrative Instructions, namely AI 19/2015 for the systematization of repatriated students from the school year 2014/2015³⁵ and AI 1/2016 for the organization of supplementary classes for repatriated students³⁶. The MEST supervision group, based on monitoring, concluded that all repatriated students have been included in the system, as per legislation applicable.

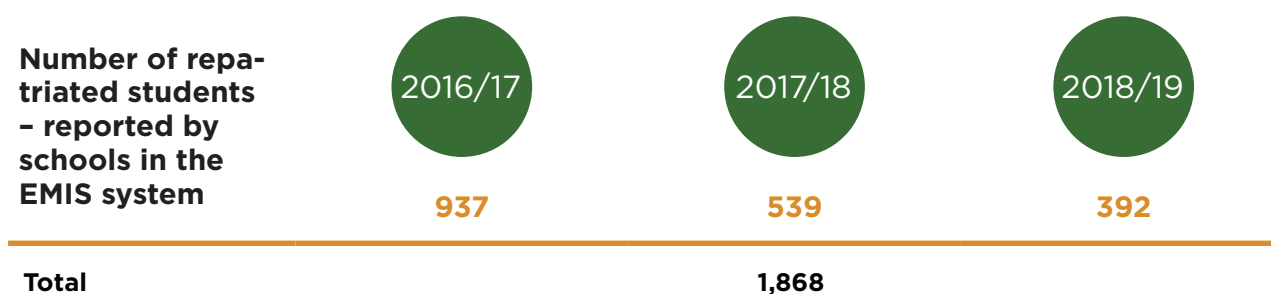
Furthermore, MEST with the GIZ support, in 2017 and 2018, revised the program for repatriated persons, organized training for municipal officials and teachers working with repatriated children, published the revised materials, but the latter are not yet available in the MEST website. In addition, the MEST collects data on repatriated children, but neither the data on the number of children who migrated and continued their education in other countries, nor these data are included in the data generated by EMIS system.

The MEST supervision group continues with the coordination of supplementary learning for repatriated students. The following challenges were identified during the supervision of the process of the inclusion of repatriated children: timely evidencing, lack of documentation for students who migrated abroad and documentation to prove the level of education completed, and the lack of budget to offer individual plans for repatriated students.

(OSCE), December 2018. <https://www.osce.org/sq/mission-in-kosovo/406958?download=true>

35 AI No.19/2015 for the Systematization of students who migrated during the school year 2014/2015. MEST. December, 2015 https://masht.rks-gov.net/uploads/2015/12/ua-19-2015-per-sistemimin-e-nxenesive-te-cilet-kane-migruar-nga-viti-shkollor-2014-15rotated-1-1rotated_1.pdf

36 AI No.01/2016 Definition of Conditions, Criteria and Procedures on Organisation of Supplementary Learning for Repatriated Students. MEST. <https://masht.rks-gov.net/uploads/2016/01/ua-masht-nr-01-2016-per-caktimin-e-kushteve-kritereve-per-mesimin-plotesues-riatdhesimrotated.pdf>

Table 7. Number of repatriated students

In regards to the supplementary learning in Diaspora, the data show that the unification of the Curriculum for Albanian and Albanian culture learning in diaspora is finalised, and the National Seminar with the teachers of Diaspora continued to be organized, with 160 teachers working with Albanian students participating in 2018³⁷. Referring to this publication, in 2005 around 30 thousand students attended supplementary learning in Albanian, whereas in 2018 around 23 thousand students, a low number having in mind that around 40% of Albanians live and work abroad.

The MEST has no data published about the number of Albanian students included in supplementary education in Diaspora in its official statistics. Nor it has any report published in its official website about the activities organized for the students in Diaspora, although these activities are foreseen in the KESP 2017-2021. Moreover, as part of the objective to organize learning in Diaspora, there is only one activity in the KESP action plan related to students in Diaspora, which according to the description in the KESP document, refers to organizing various educational and recreational activities for organised groups of students in Diaspora visiting Kosovo. However, with this activity, the mechanisms for learning in Diaspora are not strengthened.

On the other hand, referring to the report from the Department for Protection and Cultivation of Education and Culture in Diaspora, within the Ministry of Diaspora and Strategic Investments, various activities have been organized with Diaspora students over the last 2-3 years. The Program of Learning Excursion for Albanian Students and Teachers from Germany was organized in the beginning of October 2019. At most, the group has 35 participants, including students and teachers from the schools providing supplementary learning in Germany. In August 2019, a summer school was organised for students from Diaspora, with the participation of 37 students and teachers from Diaspora and Kosova³⁸.

37 MEST (Kosova) & MES (Albania). (2019). The School for Homeland Language and Culture and National Identity. By Nuhi Gashi. A book containing materials from the national seminar with teachers and activists of supplementary learning in Albanian in diaspora, held in Tirana 31.07.2018 - 03.08.2018.

38 Department for Protection and Cultivation of Education and Culture in Diaspora. <https://mdis.rks-gov.net/departamentet/departamenti-per-ruajtjen-dhe-kultivimin-e-arsimit-dhe-kultures-ne-diaspore/>

2.1.6. Prevention of drop-out and non-enrolment in pre-university education.

As part of the objective 'Building capacities for prevention teams at the school, municipal and central level', three activities were planned to be implemented in 2017, and they referred to establishment and supervision of the PRTAN teams in all schools and municipalities and training of the PRTAN teams at the municipal level for the implementation of the existing documents.

Based on the MEST data, the Teams for Prevention and Response towards Abandonment and Non-Enrolment (PRTAN) are being established at municipal and school level and the whole team consolidation process is expected to be finished in 2021, as foreseen also in the KESP. As part of this objective, informative sessions were organized in 30 municipalities of Kosovo and many PRTAN capacity-building trainings were organized. Moreover, informative sessions and trainings were organized in two phases: (i) in 2017, with the participation of 9 municipalities: Peja, Ferizaj, Fushë Kosova, Obliliq, Rahovec, Klina, Istog, Gjakova, Podujeva; and (ii) in 2018 with the participation of 21 other municipalities: Deçan, Junik, Dragash, Gjilan, Malisheva, Mamusha, Mitrovica, Vushtria, Skenderaj, Prishtina, Prizren, Suhareka, Shterpce, Shtime, Drenas, Han i Elezit, Kaçanik, Kamenica, Lipjan, Novo Berdo and Vitia. All these municipalities, according to the MEST, have been supported with trainings and informative sessions about policies against drop-out and PRTAN teams operation. Meanwhile, there were sessions organized about the Drop-out Early Warning Mechanisms in all municipalities with school principals and other staff working with the EMIS system.

However, despite the support offered, some of the challenges remain. They include operation of teams based on the platform developed for identification, treatment and quality reporting, enhancing responsibility at municipal level to operate as required with intra-sectoral approach so that cases referred by schools are supported properly, and addressing many social dimension issues hardly managed by schools. Similarly, schools are challenged in terms of coordination with parents to manage the cases. To overcome these challenges, it is necessary to continue with a consolidated support and constant monitoring of municipal and school teams. In addition, as part of the objective of building capacities, the Training "*Equality and equal opportunities*" was organised, with 98 participants, including: teachers, school principals, professional staff, parent councils and MED officials from all the municipalities of Kosovo. In the Municipality of Gjakova, workshops were organised on domestic violence prevention, attended by 42 schools with a total of 158 participants.

In regards to the implementation of the activity for the revision of the role of PRTAN teams, AI No. 08/ 2018 was drafted for the establishment of PRTANs in pre-university education, a process that obliged also the higher secondary schools to establish the teams and operate as per the system/policies for the prevention and response to drop-out. After the AI was made effective, the process of monitoring school teams continued and assistance was provided in specific cases as per requests. It is reported that 80 schools in 10 different municipalities were monitored and mentored during the school year 2018/2019.

In addition, all instruments to improve the collection of drop-out and non-enrolment data were drafted in 2017, and based on them, a Drop-out Early Warning Mechanisms System was developed and made operational. In addition, it is reported that meetings, sessions and trainings were constantly organized to address the use of documents and instruments approved. On the other hand, no action plans were drafted/developed for the prevention of drop-out and non-enrolment in all municipalities, although this activity is foreseen in

the KESP 2017 – 2021.

To raise the awareness regarding education of other vulnerable categories, it is reported that awareness spots were developed with different partners, although there is no information whether the media spot on the importance of educating vulnerable groups such as girls, isolated children, children with special needs, ethnic communities children, etc. was launched as defined in the KESP for the year 2018. On the other hand, as part of the Week against school drop-out, outreach materials covering all vulnerable groups were developed and published in specific leaflets. Every year, MEST organises The Week against school drop-out, with activities organised at central and school/municipal level.

In regards to monitoring and assessing of progress reached in the implementation of policies addressing drop-out and non-enrolment and early warning for children at risk of drop-out, it is reported that MEST published a monitoring report in 2017, the group of ERAC organisations carried out and published a research in 2018 and another research is planned to be carried out in partnership with the ECMI at the end of this year. To ensure a solid monitoring, despite these reports, it is estimated that it is necessary to strengthen the Education Inspectorate mechanisms. It is also recommended to build inspectorate capacities to supervise the implementation of these policies in the field, and, as part of school performance assessment, to evaluate school's commitment to address drop-out, risk assessment and timely prevention. The latter, is an integrated part of school performance indicators defined in the framework of school performance expectations³⁹.

The organisation of accelerated learning for pupils that have dropped out the school or are not enrolled has shown no progress. According to the data reported about the KESP evaluation for the year 2018, for primary education, for grades 1-5, the program “Dritare jete” has been developed with the support of UNICEF, and the program is still used for cases of pupils in need for accelerated learning. Early identification of cases and willingness of schools and municipalities to address the cases as per the legislation applicable remain a challenge.

2.1.7. Supporting Children with Exceptional Potential

To identify and offer support for children with exceptional intellectual potential, a number of activities are foreseen, and they are mainly related to definition of mechanisms and programmes to identify and support children, develop training program for teachers and school psychologists to work with children with exceptional intellectual potential and special talents, train psychologists and teachers to work with these children and to provide additional funding for children with exceptional potential and special talents (in total 40 scholarships).

The Administrative Instruction No. 14/2019 and the Guideline for the implementation of the AI for students with exceptional potential and special talents was drafted and approved during this period. The purpose of the AI is to define the criteria and procedures to identify and support children/students with exceptional intellectual potential and special talents in academic, creative and artistic fields, resulting in their development and achievement of their full potential⁴⁰. Anyhow, a challenge in its implementation is the operation of

39 Framework for quality assurance of school performance in Kosovo KPI, Prishtina. 2016. <http://ipkmasht.rks-gov.net/kriteret-dhe-treguesit-e-cilesise-se-performances-se-shkolles/>

40 AI No. for children/students with exceptional potential and special talents. MEST.2019. <https://masht.rks-gov.net/uploads/2019/09/udhzimi-administrativ-me-nr-14-2019-per-fnxajdht-rotated.pdf>

mechanisms for children identification and assessment in line with the AI, and the lack of specialised public institutions to support the area.

The report from the respective division shows that a training program was developed for psychologists and teachers to work with these children with exceptional intellectual potential and special talents and 25 psychologists and teachers were trained and certified. In proportion with the number of schools and possibilities for psychologists trained to approach all schools, it is estimated that it will be difficult to extend the training to a larger number of teachers as planned, since there are no sufficient trainers and experts in the area, namely there are no sufficient local capacities to work with this category of students.

In regards to additional funding provided for children with exceptional potential and special talents, for the year 2019, there will be 40 scholarships awarded. Referring to the report from the respective division in the MEST, it is noted that despite the fact that no scholarships were planned to be awarded in 2018, the MEST shared 100 thousand Euros in subsidies for ATOM Institute for this category of children, and these funds were used to identify and test children with exceptional potential, to offer training for teachers and psychologists and to offer additional training to advance children in their areas of talent. Similarly, the MEST allocated 200 thousand Euros in 2019 for the category of subsidies and transfers and all the NGOs were invited in a public call to apply with their projects to support this category of students. The whole activity is still in progress.

Based on the information mentioned above and the data from the ATOM Institute⁴¹ – Identification and support of students with exceptional intelligence and special talents (atomists), we see that during 2017-2019, in two application cycle, 1,670 students of grades 8-12 from 28 municipalities, including Presevo Valley, applied in this project. Based on the criteria and testing results, 114 students with exceptional intelligence and special talents were identified. According to the report, the project ATOMI in three cycles, for the period 2017-2019, was financially supported by the Ministry of Education, Science and Technology (MEST), Raiffeisen Bank Kosova (RBKO), American Chamber of Commerce in Kosovo (AmCham), Meridian Corporation, Frost & Fire LLC (F&F), Sunny Hill Foundation (SHF), and three private individual donators. In this regard, it is worth emphasising that the MEST did not support the project ATOMI in the ninth cycle (1 September 2019 - 31 August 2020). Consequently, the project ATOMI currently is operating at minimal capacity and it will be difficult for the project to select new atomists during this cycle and to offer supporting services and activities for existing atomists.

41 The report sent on 18.10.2019 by Jusuf Thaçi, the Executive Director of the ATOMI Institute, for the Identification and supporting of exceptional intelligence, gifted and talented students (atomists) within the project ATOMI.

Table 8. Support of students with exceptional intelligence and special talents (atomists)

No.	ATOMI Project	Identification and support of students with exceptional intelligence and special talents (atomists)		
		Female	Male	Total
1	ATOMI project Sixth Cycle (1 November 2016 - 31 October 2017)	17	34	51
2	ATOMI project Seventh Cycle (1 November 2017 - 31 October 2018)	During this cycle, activities were carried out with the 51 atomists identified in the sixth cycle		
3	ATOMI project Eighth Cycle (1 September 2018 - 31 August 2019)	27	36	63
TOTAL:		44	70	114

The ATOMI Institute, in addition to activities with students with exceptional intelligence and special talents (atomists), from November 2018 - May 2019 delivered the Training “*Identification and support of students with exceptional intelligence and special talents*” for 100 teachers of primary and lower secondary schools in the Municipality of Prishtina, Prizren and Gjilan. This training project was financially supported by the GIZ CDBE program, therefore the training was offered free of charge for all teachers participating. The training offered is a Basic Training program for Career Teachers, with a total of 30 hours of training, approved (accredited) by the MEST, respectively the SCTL, and implemented by the ATOMI Institute.

For the identification and support of children with exceptional potential and special talents, A National Level Knowledge Competition and Cultural Creativity and Critical Thinking Competition was organized in 2019 by the National Coordinator For Culture, Youth and Sports, in cooperation with the municipalities and schools. According to the report published in the Coordinator’s website, there are 40,624 winners at school level from the two competitions. At municipal level, there are 1467 winners from the Knowledge Competition and 2078 winners from the Cultural Creativity and Critical Thinking Competition. Whereas, at national level, there are 262 winners from the Knowledge Competition and 292 winners from the Cultural Creativity and Critical Thinking Competition⁴². From the perspective of educational community, the process was characterised as challenging, with debates and ambiguities about the way it was organised, quality of tests and overall process management. These National Competitions were not planned in the KESP 2017-2021.

In regards to cooperation with local and international centres and organisations working in supporting children with exceptional potential, the respective division in the MEST reports that the MEST is cooperating with the local and international NGOs working in this area, but in this report there is no data regarding this cooperation, duration and responsibilities.

⁴² National Coordinator for Culture, Youth and Sports. 2019. https://knkrs.rks-gov.net/lajmi_single/736

2.1.8. Promotion of diversity

Referring to the report from the Division for inclusive education, Office for communities, in regards to diversity promotion, there was only one activity implemented during 2017/2018, namely the Guideline for promotion of dialogue between communities was drafted. Moreover, this Guideline was drafted and finalised with the support of the OSCE. However, the Guideline has not been signed by Minister and no explanation has been provided.

Kosovo Government approved the Administrative Instruction No. 03/2018 for Foreign Languages in the study programs of the second or third cycle⁴³. During the process of data collection for this report it is noticed that the Administrative Instruction on teaching in local area languages, an activity foreseen to be implemented in 2018, has not been drafted.

Other activities that were foreseen to be implemented in 2018 and 2019, but which were not implemented, include: (i) Development of an Administrative Instruction on teaching in local area languages (ii) Teacher professional development in the Albanian language as a second language; (iii) Development of relevant teaching materials; and (iv) Needs assessment for the development of specific community education modules.

The Roadmap on Diversity and Inclusion in the Pre-university Education in Kosovo, drafted in 2016 as part of the Twinning Program, completes to a certain extent the framework of instructions for the schools and teachers on how to start their school and classroom development to become inclusive and to promote diversity⁴⁴. However, the Roadmap does not compensate for the Strategy for promoting inter-ethnic dialogue and contact among communities and other activities as planned in the KESP 2017-2021 to ensure effective mechanisms and policies for diversity promotion through an integrated education system.

43 AI No. 03/2018 for Foreign Languages in the study programs of the second or third cycle. 2018 <https://gzk.rks-gov.net/ActDetail.aspx?ActID=16130>

44 Roadmap on Diversity and Inclusion in Pre-university Education in Kosovo. MEST. <https://masht.rks-gov.net/uploads/2018/05/udher-refyesi-per-diversitetin-dhe-gjithheperfshirjen-ss-checked.pdf>

2.1.9 Activity implementation matrix - Participation and Inclusion

Strategic Objective SO1: Increasing participation and providing equal opportunities for the development, training and education of every individual in pre-university education.

Result 1.1. Participation in quality preschool education reaches 20% of children aged 0-5;

Activities	Sched-uled time	Imple-mentation period	Clarification
1.1.1. Encouraging opening and accreditation of private institutions and community-based centres by the municipalities	2017-2021	2017- on-going	The Administrative Instruction drafted on the opening of private preschool institutions by the municipalities accelerated the procedures for licensing private preschool institutions. 95 private preschool institutions were licensed over the last three years.
1.1.2. Drafting and implementing the training programme for in-service educators working with children aged 0-3	2017-2018	2017	The program was drafted with the support of Save the Children.
1.1.3. Development of parent awareness programs regarding early childhood education	2018	2018	Training program for educators and parents "Cooperation educator - parent".
1.1.4. Organisation of awareness activities for the community on the importance of preschool education	2017-2021	2017- on-going	
1.1.5. Piloting of the new pre-school curriculum	2017-2019	/	The Curriculum document was approved in September 2019; it was not piloted previously.
1.1.6. Implementation and monitoring of competencies for educators working with children aged 3-5	2017-2019	2017- on-going	Summary reports are missing.

Result 1.2. All 5 year old children are included in quality pre-primary education

Activities	Sched-uled time	Imple-mentation period	Clarification
1.2.1. Opening of new pre-primary classes	2017-2021	2017- on-going	Almost all schools have pre-primary classes. With the support of Swiss Caritas, 150 pre-primary classes were furnished with contemporary equipment and quality practice-oriented training was provided to educators.

1.2.2. Educator training on curriculum implementation	2017-2021	2017- on-going	A joint training is organised with teachers of primary school.
1.2.3. Developing special teaching and didactic materials for pre-primary grade	2018	/	What is meant by special materials is not clearly described in the KESP. New textbooks in line with the new curriculum are in place for this class too.
1.2.4. Establishment of quality monitoring mechanism for pre-primary education according to educators' competencies	2019	2019- on-going	For this activity, kindergarten staff only was included.

Result 1.3. 50% of children with special needs are included in the pre-university education system

Activities	Sched-uled time	Imple-mentation period	Clarification
1.3.1. Definition of the EMIS indicators for children with special needs	2017-2018	2017- on-going	From the study related to data collection and mechanisms for children with special needs in the education system, recommendations were provided about the interventions that need to be done in the EMIS data collection and processing system for the children with special needs, planned to be addressed in 2020. These interventions will qualitatively and quantitatively improve data collection for children with special needs included and non-included in the system.
1.3.2. Making the pedagogic assessment teams operational	2017/2018	2017- on-going	In December 2019, the instruments to assess the pedagogical needs of children with special needs are expected to be published.
1.3.3. Training of teaching staff on inclusive education	2018	2018- on-going	Trainings are offered with the support of Save the Children, UNICEF, KEC, etc.
1.3.4. Transforming the attached classrooms into resource rooms	2018 - 2021	2018- on-going	Closure of all attached classes and their conversion to resource rooms as planned remains a challenge itself, since in several municipalities and schools there are children with severe and multiple disabilities. Another challenge identified is the age of children, since they are too old to be integrated in regular classes, and the lack of professional resources in regular schools to support the integration process.
1.3.5. Enforcement of school support mechanisms	2018	2018- on-going	Training of a higher number of teachers to support children with special needs should continue also in the coming years, not as foreseen in the KESP for the year 2018 only.

Result 1.4. Inclusion of children of Roma, Ashkali and Egyptian communities in primary education has increased by 10%, and in lower and upper secondary education by 20%

Activities	Sched- uled time	Imple- mentation period	Clarification
1.4.1. Harmonising Learning Centre programmes	2017-2019	2018-2019	The Guideline and the accompanying documentation was drafted and finalised for the implementation of the AI on Learning Centers. The guideline and accompanying documentation is yet to be signed, to follow then after with the implementation.
1.4.2. Drafting regulations by municipalities to facilitate the enrolment and attendance conditions of Roma, Ashkali and Egyptian children in preschool and secondary education level	2017-2021	2017- on-going	It is reported that not all municipalities drafted these regulations.
1.4.3. Monitoring the implementation of facilitation measures for enrolment of children in pre-school and upper-secondary level	2017-2021	2017- on-going	Few data exist.
1.4.4. Training of teachers for teaching Roma language	2017-2021	2017- on-going	Few data exist.
1.4.5. Organising activities to raise awareness of Roma, Ashkali and Egyptian communities on the importance of timely enrolment and school attendance, with special focus on girls	2017-2021	2017- on-going	It is reported that some activities were organised, there should be more meaningful activities organised to raise the awareness of communities on the importance of enrolment and school attendance.

Result 1.5. All repatriated children are included in the education system and mechanisms for organising education in Diaspora are strengthened

Activities	Sched- uled time	Imple- mentation period	Clarification
1.5.1. Monitoring the implementation of legislation on repatriation by MEST supervision group	2017-2021	2017- on-going	Number of repatriated students, as reported by schools in the EMIS system is 1868.
1.5.2. Drafting individual plans for repatriated students	2017-2021	2017- on-going	According to the MEDs reports, the schools have individual plans drafted in different areas for returned and repatriated students as per applicable legislation.
1.5.3. Reviewing the repatriates' program	2017	2017	Implemented with the support of the GIZ.

1.5.4. Training of teachers and municipal officials on the repatriation programme	2017	2017- ongoing	Training of teachers to work with repatriated children is considered necessary because of different contexts of their return and for teachers working with the returnees.
1.5.5. Coordination and monitoring of supplementary classes by the MEST supervisory group	2017-2021	2017- ongoing	Summary reports are missing.
1.5.6. Organising activities for children in Diaspora	2017-2021	2017- ongoing	There is no reporting system between the MEST and the Ministry of Diaspora.

Result 1.6. Effective mechanisms to prevent drop-out and non-enrolment in pre-university education are established

Activities	Scheduled time	Implementation period	Clarification
1.6.1. Capacity building for prevention teams at school, municipal and central level	2017-2021	2017- ongoing	Teams for prevention and response to non-enrolment and school drop-out (PRTAN) at municipal and school level are still in the process of being established.
1.6.2. Revision of PRTAN role	2018 - 2021	2018- ongoing	The focus is in high schools, since this school level is critical regarding drop-out.
1.6.3. Improvement of data collection for dropout and non-enrolment	2017-2018	2017- ongoing	The reporting of cases of drop-out and non-enrolment remains a challenge.
1.6.4. Development of action plans for prevention of drop-outs and non-enrolment in school in all municipalities	2017-2021	2017- ongoing	Proper planning at municipal level and handling of all the cases is a challenge.
1.6.5. Awareness-raising regarding education of other vulnerable categories	2018	2018	Remains a challenge.
1.6.6. Monitoring and assessing of progress reached in the implementation of policies that address the drop-out and non-enrolment and early warning for children at risk of drop-out	2019- 2020	/	There is no evidence that the activity started as planned in the KESP: Researching the implementation of policies addressing drop-out and non-enrolment.
1.6.7. Organisation of accelerated learning for pupils that have dropped out the school or are not enrolled	2017-2021	2017- ongoing	Few data exist.

Result 1.7. There are mechanisms and programmes for identification and support of children with exceptional intellectual potential and special talents in academic, creative and artistic fields

Activities	Sched- uled time	Imple- mentation period	Clarification
1.7.1. Creation and development of mechanisms and programmes to identify and support children with exceptional intellectual potential and special talents	2018	2018	It is necessary to have a sustainable supervision and support system in place
1.7.2. Training teachers and school psychologists to work with children with exceptional intellectual potential and special talents	2018- 2019	2018-2019	Only 100 teachers were trained. The program is a basic program for teachers and it should continue to be offered in the coming years.
1.7.3. Encouraging children with exceptional intellectual potential and special talents	2019	2019	Encouraging children with exceptional intellectual potential and special talents is not a process that can be completed in a year.
1.7.4. Cooperation with local and international centres and organisations working in this area	2017-2021	2017- on- going	

Result 1.8. There are effective mechanisms and policies in place to promote diversity through an integrated education system

Activities	Sched- uled time	Imple- mentation period	Clarification
1.8.1 Developing a strategy for promoting inter-ethnic dialogue and contact among communities	2017	2018	A Guideline for the promotion between communities has been drafted with the support of the OSCE. However, the Guideline is yet to be formally approved by the MEST.
1.8.2 Reviewing language teaching provisions	2018	/	The evaluation process has not evidenced that the AI on teaching in the languages of the communities has been drafted, as defined with this activity.
1.8.3 Measures to improve teaching of Albanian as a second language	2019	/	No data exist.
1.8.4 Development of community-specific educational modules	2019	/	In its initial phase.
1.8.5. Development of a policy on how to teach diversity and human and communities' rights to all pupils	2020	/	A reference point for 2020.

2.1.10 The progress achieved against defined indicators

SO1 Participation and inclusion: Increasing inclusion and providing equal opportunities for the development, training and education of every individual in pre-university education

Indicators for measuring objective achievement	Basis (2016) ⁴⁵	Achievement (2019) ⁴⁶	Target (2021) ⁴⁷	Clarification
Indicators for measuring objective achievement	15.7%	19.10%	20%	
Gross inclusion in pre-school education	79.6%	92.40%	100%	
Gross inclusion in pre-primary education	40.7%	49.5%	55%	
Gross inclusion of children of age 4 and 5 in preschool education	96.4%	98.40%	100%	
Gross inclusion in primary education	99.5%	91.20%	100%	
Gross inclusion in lower secondary education	84.5%	90.20%	90%	
Gross inclusion in upper secondary education	0.92	0.89	0.95	
Gender Parity Index Level: Preschool (age 0-5)	0.94	0.92	0.93	
Gender Parity Index Level: Pre-primary (age 5)	0.93	0.93	0.94	
Gender Parity Index Level: Primary (age 6-10)	0.94	1.01	0.93	
Gender Parity Index Level: Upper secondary (age 15-17)	0.89	1.01	0.94	
Transition rate to upper secondary education	97.2%	96.4%	/	
The 'early leavers rate' (age 18-24) (Usually obtained through the Labour Market Survey)	/	/	/	
Inclusion of children with special needs in compulsory education	44.6% ¹⁶ (M: 50.3%, F: 37.2%)	44.10 %	60% (for M and F)	

45 Kosovo Education Strategic Plan 2017/2021. MEST, July 2016. https://masht.rks-gov.net/uploads/2017/02/20161006-psak-2017-2021_1.pdf

46 Referring to:

1. Annual Statistical Report with education indicators 2017/2018, published by the MEST in December 2018;
2. The Annual Evaluation Report on the Implementation of the KESP 2018, published by the MEST in March 2019.
3. The Report: Statistics of Education in Kosovo 2018/19, published by the MEST in June 2019, and
4. Reports and findings from the KESP Midterm Evaluation process (September - October 2019).

47 Kosovo Education Strategic Plan 2017/2021. MEST, July 2016. https://masht.rks-gov.net/uploads/2017/02/20161006-psak-2017-2021_1.pdf

SO1 Participation and inclusion: Increasing inclusion and providing equal opportunities for the development, training and education of every individual in pre-university education

Indicators for measuring objective achievement	Basis (2016) ⁴⁵	Achievement (2019) ⁴⁶	Target (2021) ⁴⁷	Clarification
Inclusion of Roma, Ashkali and Egyptian children in pre-primary education	53.9%	55.00%	70%	
Inclusion of Roma, Ashkali and Egyptian children in primary education	85.3%	89.20%	95%	
Inclusion of Roma, Ashkali and Egyptian children in lower secondary education	65%	69.40%	85%	
Inclusion of Roma, Ashkali and Egyptian children in upper secondary education	30.3%	30.30%	50%	
Transition rate to upper secondary education for children from Roma, Ashkali and Egyptian communities	69.9%	70.79%	80%	
Gender parity index for Roma, Ashkali and Egyptian communities Level: Primary	1.01	1.01	1	
Gender parity index for Roma, Ashkali and Egyptian communities Level: Lower secondary	0.94	0.96	1	
Gender parity index for Roma, Ashkali and Egyptian communities Level: Upper secondary	0.80	0.85	0.90	
Inclusion of repatriated children in the education system	/	100%	100%	
Number of children in Diaspora who attend educational activities	/	/	/	It is estimated that there are activities organized every year with children from Diaspora, but there are no summary reports.
Reduction of the drop-out rate (compulsory education)	0.20%	0.10%	0.10%	
Reduction of the drop-out rate (upper secondary education)	1.70%	1.80%	1%	
Number of children with special talents identified within the education system	/	168	300/year	

2.1.11 Conclusions and recommendations - Participation and Inclusion

KESP IMPLEMENTATION PROCESS LEADERSHIP. The initiated model of coordination and reporting for the implementation of the SAA/European Reforms Agenda should be a reference point for the coordination and reporting on the implementation of the KESP 2017-2021. Therefore, it is necessary to have a mechanism built within the MEST, with clear tasks and responsibilities, to coordinate the process of the KESP implementation with responsible institutions as per activities and supporting partners in the education sector, to perform annual planning for the KESP implementation, review the progress, provide advices with regard to steps to be undertaken to ensure full implementation of the Strategic Plan, to report at decision-making level, etc. The MEST should revise the leadership for the KESP activities, based on the MEST re-organisation.

PROGRESS REVIEW. The year 2020 and 2021 should be used to intensify the leadership actions to ensure that all activities are implemented, expected results and strategic objectives achieved. The first three years of the KESP consisted of much more activities, compared to the last two years. This argument and this evaluation report, along with the evaluation reports for the year 2017 and 2018, and statistical analysis compared to the OECD countries and the region, could be used to review the progress, sectoral coordination and prioritization of the main activities for the next two years of the KESP implementation.

APPROACH TOWARDS PRESCHOOL EDUCATION. In the KESP evaluation reports for the year 2017 and 2018, important recommendations were provided for the primary education, including the recommendation to increase the rate of inclusion from 20% to 24% of age groups 0 - 5 and standardization of age groups classification in preschool education as per international indicators. Both recommendations should be part of the KESP review for the year 2020 and 2021, with complementary measures and relevant activities. As regards the approach to preschool education, for the two coming years of the KESP, it is recommended to continue with investment in infrastructure and educators' capacity building, including a detailed analysis of schools where the number of students dropped that could be adapted and prepared for preschool education (especially for ages 4-5), encouraging community based center model and integrated services model, etc. A change in the approach towards preschool education should be reflected also with a more active involvement of MEST in offering technical support for municipalities with regard to preschool education management, whereas municipalities should prioritize this area, provide the premises necessary and allocate the resources to achieve the objective intended. A change in the approach towards preschool education especially should be reflected against the quality of services at this level of education, with a focus on advancing the quality of curriculum implementation, development of capacities of teachers and development of mechanisms to ensure quality for the preschool education level, because the inclusion only does not infer that there is a quality preschool education. Quality of curriculum, quality of teachers and quality of educational services are the key precondition to have a quality preschool education.

APPROACH TOWARDS MARGINALISED GROUPS. Progress was achieved in regards to participation of children of Roma, Ashkali and Egyptian community in education, in inclusion of children with special needs, in inclusion of repatriated children, in establishing mechanisms to prevent drop-out and non-enrolment, in supporting children with exceptional potential and special talents, in promoting diversity through an integrated education system. However, the increase in inclusion was not accompanied with a sufficient increase in budget and human capacities to maintain and advance the increase in inclusion, as

well as with supervision and continuous support mechanisms. In addition, the sustainability of different mechanisms in this area has been challenged greatly because it was not followed by a financing formula review, increase in financial and human capacity. It is important to ensure institutional sustainability for the mechanisms established and a constant monitoring of their operation.

APPROACH TOWARDS THE LEARNING IN DIASPORA. Result 1.5 All repatriated *children are included in the education system and the mechanisms for organising education in Diaspora are strengthened* – should be revised and divided in two separate results with relevant activities. As part of this expected result, there is only one activity in the KESP action plan related to students in Diaspora, which according to the description in the KESP document, refers to the organisation of various educational and recreational activities for organised groups of students in Diaspora visiting Kosovo. The mechanisms for learning in Diaspora cannot be strengthened with this activity. It is very important that the MEST, in cooperation with the Ministry of Diaspora, establish clear and sustainable mechanisms to organise the learning in Diaspora, having in mind that 40% of Albanians live and work abroad. A true organisation of learning in Diaspora includes provision of support with adequate reformed curriculum, qualified teachers and training of teachers, preparation of guidelines for teachers, sensibilisation of parents, cooperation with institutions in respective states to integrate the Albanian language learning and culture within elective curriculum or other forms as managed by schools.

MANAGEMENT OF THE EDUCATION SYSTEM



2.2.SO2: Management of the Education System

The focus in this area is quality and efficient management of education system based on transparency and accountability. Development of management capacities at central, municipal and school level is directly reflected in the education system management, financial and professional autonomy and fulfilment of decentralisation requirements.

Consequently, planning, implementation and reporting are very important aspects to create a quality and efficient education management system. On one side, the planning process based on sectoral approach has shown progress, whereas on the other side, the implementation of the planning and reporting has shown stagnation, especially over the last two years, mainly due to the MEST efforts to have a functional revision, based on recommendations offered by the EU financed project to increase the capacities of Kosovo administration for EU-funds planning, programming and execution. The decentralisation process has been largely challenged due to the lack of proper arrangements to implement the process and the lack of a clear plan and orientation, which has not been addresses with any expected result or activity in the KESP 2017-2021.

The capacities for education data collection and processing increased, although stagnation is evidenced in advancing the EMIS system and in using the data for policy-making. The primary and secondary legislation has continued to be completed with no comprehensive analysis of coherence in legislation carried out to avoid inconsistencies and to modify the existing legislation in order to make the system functional, taking account the decentralisation process, which requires care and social consensus to make it implementable and effective.

Within the Strategic Objective OS 2: *Improving the quality and efficient management of the education system, based on transparency and accountability. There are eight (8) results expected:*

- 1.1. *Build capacities for an accountable and effective system management at central and municipal level, as well as effective management at school level;*
- 1.2. *Define professional standards for recruitment and management mechanisms for leaders of educational institutions;*
- 1.3. *Implement a functional mechanism for pre-university education funding that contributes to school development;*
- 1.4. *Produce and publish regular reports based on the analysis and interpretation of EMIS-data and use these analyses for policymaking;*
- 1.5. *The legislation is harmonised and completed for the entire pre-university education sector to reflect changes in the legislation and other policies;*
- 1.6. *Schools have established safe, friendly and healthy environments for all;*
- 1.7. *Build an effective system of education building management that contributes to the creation of suitable learning environments;*
- 1.8. *Improve educational infrastructure through construction, renovation, expansion and equipping of educational institutions with adequate teaching resources.*

2.2.1. Capacities for an effective management of education system

As part of the objective of raising capacities for an effective and responsible management at central, municipal and school level, the latter being the direct service provider, a number of activities are foreseen in the Education Strategic Plan for the period 2017 - 2019, mainly related to the MED reconstruction, training programs, functionalisation and strengthening of parent councils at school and municipal level, school network management and enhancement of school autonomy. In addition, it is worth mentioning that a number of activities/sub-activities will continue until the end of the KESP implementation, namely 2021.

The first three activities, part of this result, refer to the MED's reorganisation, their capacity building based on the needs identified and in line with the decentralised education structure, as well as to the development of regulations and supporting guidelines for education management at municipal level. In this regard, with the support of the GIZ, an analysis of MED organisational structure has been carried out and, according to the results, there is no organized structure in the MED yet; on the other hand, the responsibilities of the MED in establishing the mechanisms for the supervision, support and quality assurance of education at municipal level continually increased. Consequently, based on the findings from the MED's organisational structure analysis, 4 reorganisation models have been recommended, which are based on the number of schools under municipality's responsibility⁴⁸.

Government policies in regards to decentralisation aim to create functional mechanisms that enable the implementation of policies developed at national, municipal and school level, and require a constant capacity building⁴⁹. There has been continuous efforts to organise trainings and other forms of raising capacities of MED's staff, including trainings for quality coordinators at municipal level offered by KulturKontakt Austria, workshops and trainings offered for the MED Collegium by GIZ and KEC as part of the World Bank project - school grant management component. However, there is no evidence that the Department for Pre-university Education Policies within the MEST headed any program for the development of MED staff capacities. Referring to the Education Collegium Strategic Plan 2019-2021, all the analysis carried out to examine the capacities of municipal directories to comply with their role show that there is lack of capacities, low number of employees, and this undermines the effective implementation of their functions and responsibilities⁵⁰. Therefore, coordination is required and constant counselling by the Collegium, to have the Municipal Education Directories strengthened in the institutional and organisational aspect.

Moreover, based on the Education Collegium Strategic Plan 2019-2021, namely the second objective of this plan to build capacities for education management and quality assurance in municipalities and schools, MEDs organisational restructuring in line with the decentralised structure of education system is expected to be finished until the end of 2020⁵¹. Municipal Education Directories (MEDs) continue to face many challenges and difficulties in their daily operation because of lack of human, professional and human resources⁵².

48 Blerta Perolli Shehu (2018). Analysis of organisational structure of Municipal Education Departments. Published by the "Capacity Development in the Basic Education in Kosovo" - CDBE /GIZ., pg.20-23.

49 Pre-university Education Management in Kosovo. KEEN. December, 2019. http://www.keen-ks.net/site/assets/files/1456/raporti_per_menaxhimin_e_arsimit_parauniversitar_-_alb.pdf

50 Association of Kosovo Municipalities (AKM) - Education Collegium, in cooperation with Osman Buleshkaj, (2018). Education Collegium Strategic Plan 2019-2021. Published by the "Capacity Development in the Basic Education in Kosovo" - CDBE /GIZ., p.11.

51 Ibid, p. 20.

52 Research report on the situation of education in nine (9) Municipalities of Kosovo: Prishtina, Mitrovica, Peja, Gjakova, Prizren, Ferizaj, Gjilan, Suhareka and Dragash, p. 7. KEEN. December, 2018 http://keen-ks.net/site/assets/files/1449/gjendja_e_arsimit_ne_komunitetet_e_kosoves_alb-1.pdf

On the other hand, the drafting of regulations and supporting guidelines for education management at the municipal level has been carried out mainly through an integrated approach for the development of sub-legal acts defining the MED's responsibilities, and through supporting guidelines developed with the support of donators for schools and other educational institutions. Referring to the activity for drafting regulations and supporting guidelines for education management at the municipal level, a guideline for the use of Education Management Information System (EMIS) at municipal level was developed. During the evaluation process, no other regulation and guideline specific to the MED, developed as part of activity 2.1.3., was documented.

Based on the KESP Evaluation report findings in 2018, the legal regulative was issued covering the systematization of planning and management process through levels of governance in pre-university education, vocational education and higher education. The process is modelled after a system-based approach. However, the mechanism is still in its early stages⁵³. The non-harmonized approach in planning in relation to education strategic plan at governmental and the MEST level, and non-operation of reporting mechanisms and other regular coordinating processes may challenge the integrated approach in planning.




Moreover, based on MEST functional review report, drafted with the support of the EU project for the MEST restructuring during 2018, the new organisational chart of the MEST and the Regulation on Systematization of Working Places was developed. The regulation has foreseen a restructuring of departments and divisions in the MEST⁵⁴, however the process was greatly challenged by internal resistance and procedures followed, which resulted in konteksts lodged with the relevant mechanisms, inhibited the functionalisation of the new structure and consequently inhibiting the implementation or delaying a considerable number of activities included in the KESP 2017-2021.

On the other hand, to raise capacities of administrative staff and members of the school governing boards on governance and leadership, there were trainings organised for candidates aspiring to become directors, based on programs developed by the GIZ/CDBE and accredited by the MEST. Trainings were managed by the MEST - Division for Teacher Professional Development, with GIZ programs. Upon completion of the GIZ 10 years project "Capacity Development in the Basic Education Sector in Kosovo" and with the MEST attitude (not decision) to terminate the trainings by NGOs, the trainings for governance and leadership continue to be offered by the MEST, with 430 participants trained during the period 2017-2019, mostly teachers and four education officials from the municipalities and the MEST.

53 Annual Evaluation Report 2018 - The evaluation on implementation of Kosovo Education Strategic Plan 2017-2021 and strategic objectives. MEST, 2018,

54 Regulation (Circulation) - No. 14/2018 on Internal Organisation and Systematization of Working Places in the Ministry of Education, Science and Technology. <http://gzk.rks-gov.net/ActDetail.aspx?ActID=1792>

Table 9. Number of participants in the educational leadership training program

	Number of participants in the educational leadership training program - organised by the MEST / Division for TPD		
			
2017	51	29	80
2018	66	94	160
2019	97	93	190
Total	214	216	430

Training on the educational leadership is still being offered by the UTUESC. In the training program "*Strategic leadership and planning in pre-university education*", UTUESC during the period 2017-2019 has trained 37 groups, with the participation of 1,097 participants from schools of different pre-university education. Of them, gender participation is reported to be 560 female and 536 male.⁵⁵ Similarly, British Council is offering training and support to school directors to further develop their management and leadership skills, with a focus on the two-day program for 21st century schools. There were 250 school directors included in the first three stages of the project.

Less training programs for school parent councils, offered with the support of USAID/BEP and GIZ CDBE, were organised in these last three years. In this regard, it is estimated that school governing board (SGB) are operational almost in all schools, but the formal existence of SGBs is not a prove that this school bodies operate effectively and implement all the duties and responsibilities foreseen by law and other by-laws at central and local level⁵⁶.

To make the parent councils functional and strengthen them at school, municipal and central level by offering support and monitoring their work, The Kosovo Parent Council was established during this period and a Regulation on its operation has been drafted. Strengthening parents' role in decision-making is another initiative reflected in the Administrative Instruction 15/2019 on the duties, responsibilities, and criteria for the director and deputy director election, and according to this AI, parents' council at municipal level is represented in the selection committee, approved by the Municipal Assembly. This AI is in its initial phase of implementation, and there were many reactions pro and against possibilities to implement it, due to legal contradictions.

55 Referred to the report sent by Ms. Vjollca Shala from SBASHK on 18.10.2019

56 Research report on the situation of education in nine (9) Municipalities of Kosovo: Prishtina, Mitrovica, Peja, Gjakova, Prizren, Ferizaj, Gjilan, Suhareka and Dragash. KEEN. December, 2018 http://keen-ks.net/site/assets/files/1449/gjendja_e_arsimit_ne_komunat_e_kosoves_alb-1.pdf

With regard to the activity of establishing cooperation and communication networks between schools in the field of leadership and teacher professional development (learning community), the MEST, with the AI on Professional Departments⁵⁷, guided the establishment of professional networks at school and municipal level, but no specific mechanism has been established to support municipalities and schools in establishing professional departments. Similarly, the MEST has not taken any initiative to support the existing municipalities, by either allocating a separate budget or giving the responsibility to a TPD official within the MEST, who would be a reference point for coordination and initiation of professional networks in Municipalities.

With the GIZ CDBE project initiative for the “Capacity development in the Basic Education Sector”, until the end of 2017, 21 Learning Communities have been established and supported to become operational, with the inclusion of 102 schools from 8 municipalities in Kosovo: Gjilan, Kaçanik, Fushë Kosova, Klina, Prishtina, Prizren, Shtime, Gjakova and Mitrovica. Communities consist of school directors, school teachers and representatives of School Governing Boards. The whole work of Learning Communities is characterised by mutual exchange of experiences and best practices. In this regard, schools included in learning communities report that they benefited professionally from the joint activities and meetings with the participating schools. However, it is worth mentioning that most of communities operated with the GIZ initiative and support only⁵⁸. It is the responsibility of municipalities and schools to continue the work of Learning communities established with the GIZ support.

A new initiative in terms of creating cooperation and communication networks between schools in the field of leadership is being promoted by the new coming GIZ CDBE project (2019-2021), as part of cooperation with 20 champion schools, in the Integrated School Development Approach (ISDA) program. Each champion school has established the School Development Team and it has a network of schools cooperating for the development of the school using an integrated approach.

The After School Support for Teens Project (ASSET) is another initiative contributing to cooperation between high schools, to achieve the main purpose of the USAID 5-years program: Developing employment and entrepreneurship skills in youth, creating a positive perspective for their future. Creating links between schools and employers and community is one of the main activities of this program⁵⁹.

Empowerment of an integrated approach in planning between MEST-MED-School, development planning at school and municipal level continues based on the Administrative Instruction 23/2016 on the School Development Plan and Municipal Education Development Plan⁶⁰. In this regard, there are no in-depth evaluations about the quality of planning, however the study report on the experiences of schools in implementing school performance internal assessment, carried out by the Kosovo Pedagogical Institute with the support of the UNICEF, shows that the schools still face challenges in school planning and in achieving expectations for the school. It is estimated that often SDPs are only formal template documents and consequently they do not properly address the specific aspects, needs and requests of respective schools and are not implemented as

57 Administrative Instruction No. 22/2016 on School Professional Departments. MEST, 2016. <http://masht.rks-gov.net/uploads/2016/12/22-ua-nr-22-2016-per-aktivitetet-profesionale-te-shkollave.pdf>

58 Selim Mehmeti (2018). A report on the work of Learning together communities in the schools of Kosovo (2013-2018) (Achievement, challenges, needs and opportunities to improve student results). The report published in the conference organised by the UTUESC. “Learning Together Communities” - Innovative forums for a joint purpose- improvement of student results.

59 After School Support for Teens Project - ASSET. For more: <http://kec-ks.org/projects/perkrahe-adoleshenteve-pas-mesimit-te-rregullt-asset/>

60 CIDREE - Consortium of Institutions for Development and Research in Education in Europe.

required, namely they do not play the role and function supposed in school management and governance⁶¹. On the other hand, the MEST with the support of GIZ, has made the integrated planning system operational. Whereas, with the support of the European Union funded project “Kosovo Education and Employment Network – KEEN”, managed by the European Union Office in Kosovo, 9 municipalities drafted their education development plans (*Prishtina, Mitrovica, Peja, Gjakova, Prizren, Dragash, Suhareka, Ferizaj and Gjilan*), which refer to needs of municipalities and are related to the objectives of the KESP 2017-2021, and 6 municipalities drafted their local action plan for the inclusion of Roma, Ashkali and Egyptian communities (*Fushë Kosova, Prizren, Graçanica, Gjakova, Ferizaj and Lipjan*).

A reinforced integrated approach in planning should primarily be reflected in the annual plans of departments, sectors and other units in the MEST. From the analysis of the MEST annual plans for the year 2017, 2018 and 2019, it results that the MEST operational plan format is organised in two parts. The first part includes all the KESP 2017-2021 objectives and respective activities used as reference points for the respective years, while the second part includes the plans of some of the departments, such as the the plan of the Department for European integration, coordination of policies and legal issues, the plan of Department of Finance and general services; the plan of the Agency for Vocational Education and Training and Adult Education. The annual plan based on the KESP objectives refers to the KESP objectives, whereas department plans include annual objectives, which in their planning format do not show any relation to the KESP objectives and activities. This is a challenge at the reporting stage for the implementation of the KESP activities.

On the other hand, the MEST annual plans based on the KESP, mainly contain activities based on formulations in the KESP and formulations about reference points/annual activities, but also other activities not foreseen in the KESP. For some of the KESP expected results, reference points have been subdivided in specific sub-activities, whereas for some of them no change/amendment in activities has been done, irrespective of the fact that in the KESP Evaluation reports for the year 2017 and 2018, specific recommendations have been given for each objective to address the findings from the evaluation process. In addition, in the MEST annual plans, for a considerable number of activities, responsibilities for activities are kept as they are in the KESP (for example, MEST, MED, Schools, Donators, etc.) with no responsible office, division or department specified. Moreover, a general language in several cases in the MEST annual plans is noted in the financing source column, where in many cases it is evidenced that donators are the financing source, but no specification of institution/donator supporting the activity is provided. This is an indicator that there may be more than one donator, unknown yet, for a specific activity.

The evaluation process has not documented any report of current situational analysis in the field, in relation to the activity 2.1.10: Management of school network. Whereas, the decrease in the number of students over the last 10 years, challenges and problems raised by community in the Municipality of Kamenica in order to reorganize the education at school level, indicate the need for a comprehensive analysis at country level for school network management.

School autonomy is described in the legislation applicable, in the Curriculum Framework of Pre-University Education, Core Curriculum and other documents referring to school activity. Reference points of the KESP

61 Research report on the situation of education in nine (9) Municipalities of Kosovo: Prishtina, Mitrovica, Peja, Gjakova, Prizren, Ferizaj, Gjilan, Suhareka and Dragash. KEEN. December, 2018 http://keen-ks.net/site/assets/files/1449/gjendja_e_arsimit_ne_komunat_e_kosoves_alb-l.pdf

activity 2.1.11 – Strengthening of the school autonomy, for the period 2017-2019 include: (i) Analysing the existing legislation; and (ii) Reviewing/drafting the legislation. Based on the first reference point, supported by the GIZ, an analysis of secondary legislation coherence to primary legislation has been carried out in the area of pre-university education, namely a comparative analysis of primary legislation, such as Law No. 04/L-032 on Pre-University Education, Law No. 03/L-068 on Education in the Municipalities of Kosovo and secondary legislation (Administrative Instructions issued by the MEST). According to this report, there are conflicts between primary and secondary legislation, and between sub-legal acts. However, despite the findings, it is estimated that no concrete actions were undertaken to revise/draft the legislation.

2.2.2. Professional standards for Educational Leadership

There have been certain activities defined for the expected result 2.2., for the year 2017, 2018 and 2019, including the definition of the status of director and deputy director of educational institutions, establishment of mechanisms for monitoring and performance assessment of directors, functionalisation of mechanisms for directors selection, development of a career management system for directors based on the relevant standards and provision of equal access to both men and women to professional development programs for directors.

In this regard, the status of director and deputy director of educational institutions is regulated with the Law No. 06/L – 114 on Public Officials. Moreover, according to the paragraph of Article 2 of this Law, a Public Service Employee is the staff of senior managerial, professional level and internal services staff in public services administration, part of state administration or public services administration, part of a municipality directly providing public services for citizens in the field of education, culture, art and other similar public services⁶².

Establishment of mechanisms for monitoring and performance assessment of directors and deputy directors was oriented following the approval of the Law on Education Inspectorate, namely with the Article 12 - Performance Assessment of Teachers, Directors and Deputy Directors⁶³ and the Law on Salaries in the public sector⁶⁴. The MEST, with the support of GIZ CDBE, in 2018, developed the draft of the Administrative Instruction on the performance assessment of teachers, directors and deputy directors in educational and training institutions. The assessment procedures and instruments have been piloted, with a sample of 10 school directors in three different municipalities. However, it should be noted that this IA has not been approved due to delays in approving the other by-law regulating the procedures of selection of directors and deputy directors of educational and training institutions, but also due to bureaucratic delays at the MEST level. This AI regulates the performance assessment system, the criteria and procedures to implement the assessment, and the duties and responsibilities during the assessment process. To support the process, the Kosovo Pedagogical Institute,

62 Law No. 06/L – 114 on Public Officials. Official Gazette of the Republic of Kosovo / No. 8 / 11 March 2019, Prishtina. <https://gzk.rks-gov.net/ActDetail.aspx?ActID=18730>

63 Law No. 06/L -046 on Education Inspectorate in the Republic of Kosova. Official Gazette of the Republic of Kosovo / No. 13 / 10 August 2018, Prishtina. <https://gzk.rks-gov.net/ActDetail.aspx?ActID=17744>
Article 8: Types of Inspection, paragraph Article 12 Performance assessment of the teacher, director and deputy director.

64 Law No. 06/L-111 on Salaries in Public Sector. Official Gazette of the Republic of Kosovo / No. 7 / 01 March 2019, Prishtina. <https://map.rks-gov.net/desk/inc/media/9AAE8F1B-70FD-4BEA-A269-CE8DB2BEB68B.pdf> Article 18: Performance allowance for employee of pre-university education system

1. Professional employees of pre-university education system who show special results at work are entitled to receive performance allowance.

2. Government of the Republic of Kosovo, upon the proposal of the minister responsible for public administration, the ministry responsible for education and ministry responsible for finances, adopts, with a sub-legal act, the rules for allowance according to paragraph 1 of this Article, the detailed conditions of the benefit and its value.

in September 2019, organised a meeting of experts with the participation of five member states in CIDREE⁶⁵ (Scotland, Estonia, Slovenia, France and Kosovo) with a focus on the topic: *Practices of in-career development and school leaders' performance assessment*. The results of this discussion have been summarized in a special report and sent to the MEST to be used as an additional orientation in finalising the AI on school leaders' performance assessment.

As part of the objective of functionalising the mechanisms for the selection of directors and deputy directors, including the training of selection committees, the MEST in 2019 approved the Administrative Instruction 15/2019 on duties, responsibilities, procedures and criteria for the director and deputy director election. The Instruction has been enacted and is in its early implementation stage, facing reactions and rejections from some municipalities. After the IA approval, the MEST has established the working group to draft the Guidelines for supporting selection committees.

Whereas, in regards to the activity of developing a career management system for directors and deputy directors based on standards applicable, as reported in the KESP Evaluation report for the year 2017, no initiative was documented to complete or further develop the practice of directors career management based on standards applicable, consequently no activity was organised for the development of a licensing system for school managers and no trainings were provided with advanced programs for directors, as foreseen in the reference points for 2018 and 2019, activity 2.2.5 of KESP action plan.

Over the last three years, education leadership trainings are managed by the MEST - TPD Office. According to the MEST reports, selection of candidates is done in accordance with the criteria for gender equality, in line with the activity 2.2.5 Providing equal access to both men and women to professional development programmes for directors, deputy directors and teachers who aim at management career, by providing a comprehensive offer and sustainable funding.

The implementation of Educational leadership professional standards for educational leaders in Kosovo continues to be challenged by insufficient knowledge about professional practice standards for school directors in Kosovo, despite the fact that they were drafted in 2012. Due to the lack of a professional institution for the coordination of in-career development of school directors, and the lack of government and municipality commitment to de-politicize school directors and deputy directors' selection and to strengthen capacities for education management at municipal level, the pre-university education system in a considerable number of educational institutions have been challenged by non-effective leadership.

65 CIDREE - Consortium of Institutions for Development and Research in Education in Europe.

2.2.3. Funding of Pre-university Education

The review of the pre-university education funding formula to provide opportunities for addressing specific needs of different schools in order to improve quality, capacity development at school and MEDs on financial management and definition of indicators for spending incurred in education with the purpose of assessing the efficiency, are some of the activities foreseen to create a functional mechanisms of pre-university education funding in Kosovo.

To improve the quality and provide opportunities for addressing the specific needs of different schools, the process of reviewing the pre-university education funding formula started as part of the ESIP project, financed by World Bank (World Bank loan). More specifically, the process of reviewing funding opportunities has started, incorporating the specifics of inclusion priorities and education quality. However, beyond these initiatives, the review of education formula could not be finalized due to many reasons that are mostly related to project led with the World Bank, but also due to excessive negligence and bureaucracy. On the other hand, the need to review the funding formula to improve quality in education is considered of special importance, because every year, there are criteria defined with budget circulars for the Pre-university education Grant allocation, which do not provide a sustainability of the funding formula to improve quality in education mainly because of risks of political intervention.

With regard to increasing the efficiency of education budget planning processes at local level, no concrete initiative and achievement could be documented during this monitoring process. Whereas, to develop capacities for financial management at school and municipalities level, the Kosovo Education Center (KEC), being the MEST partner in the ESIP project, started with the implementation of projects for School Development Grants (SDG) in June 2017. The project is focused mainly in implementing the activities from the two following results: (i) Facilitation of the procurement of goods and services purchased with the school grants; and (ii) mentoring and monitoring the implementation process. According to KEC annual plan report for the year 2018, in the beginning of the project, 160 schools all around Kosovo were selected and benefited from the SDG project. Of them, 20 beneficiary schools have been part of this project in its previous phases and benefited on a competitive basis. In addition, in 2018, a total of 316 representatives of 160 beneficiary schools have been trained on procurement procedures, procurement plans have been approved for 160 beneficiary schools, 277 procurement packages for the beneficiary schools have been approved by the Project Coordination Unit and monitoring visits have taken place in 41 schools that started with the implementation of their projects⁶⁶.

Whereas, in regards to definition of indicators for spending incurred in education, there is no description in the KESP 2017-2021, namely the nature of indicators is not specified, nor the areas that will cover the indicators used to measure expenditure efficiency, for example: expenditure management efficiency by school, municipalities, the MEST, donators, efficiency of expenses by various donators, etc. However, in line with this activity, in 2017, the Education Indicators Framework was revised, with the involvement of the MEST, Ministry of Finance, UNICEF, and Kosovo Statistics Agency representatives. According to the annual statistical report with education indicators 2017/2018 published by the MEST, the Kosovo Education Indicators Framework has been enriched with new indicators. The report content structure with education indicators

⁶⁶ Work report for the year 2018. Kosovo Education Center (KEC) Prishtina, March 2019, pp. 13-14. <http://kec-ks.org/ep-content/uploads/2016/02/2.-KEC-Raporti-2018.pdf>

2017/2018 is organised in four chapters: (i) Approach and participation; (ii) Learning conditions; (iii) Internal effectiveness; and (iv) Financial resources.

In the annual statistical report with education indicators 2017/2018 published by the MEST/EMIS in December 2018, public spending on education and pre-university education expenditure are presented in the Financial Resources chapter. According to the report, public spending on education as a percentage of Gross Domestic Product (GDP) in 2017 reaches 4.1%, which compared to the previous year is for 0.5 percentage points lower, whereas public spending on education as a percentage of general Government expenses represent 14.9% of expenses, which compared to the previous year is for 1.0 percentage points lower⁶⁷. Whereas, the level of public spending on education in 2018 was 4.22% of GDP or 13.7% of government expenses⁶⁸. In the budget projections for the year 2019, expenses in education in Kosovo will be around 4.1% of GDP. Despite the increase in the budget for education, investment in education in Kosovo compared to EU countries is still low compared to the low level of GDP and young age of population⁶⁹.

According to the Budget Circular 2019/01, the specific grant for pre-university education for the year 2019 is 185 million Euros, of which 183.5 million Euros are a base grant and 1.5 million Euros new policies⁷⁰. The Specific Grant for Education is based on an open funding system, taking into account the criteria in the MEST pre-university education formula for 2019.⁷¹ This implies that the MEST, lacking a funding formula review, drafts a funding formula for pre-university education annually. Public expenses in pre-university education as a percentage of Gross Domestic Product (GDP) in 2017 were 3.4%, which compared to the previous year is for 0.2 percentage points lower, whereas public expenses in pre-university education as a percentage of general Government expenses were 12.2%, which compared to the previous year is for 0.2 percentage points lower. In average, public expenses in pre-university education per student were around 610 Euros for the school year 2017/2018, whereas for the school year 2018/2019, public expenses in pre-university education per student were around 684 Euros. The percentage of teacher salaries in current public expenditures for the year 2017

67 Annual Statistical report with education indicators 2017/18. MEST. December, 2018 https://masht.rks-gov.net/uploads/2018/12/raport-vjetor-statistikor-me-tregues-arsimore-2017-18_1.pdf

68 Pre-university Education Management in Kosovo, KEEN. December, 2018 http://www.keen-ks.net/site/assets/files/1456/raporti_per_menaxhimin_e_arsimit_parauniversitar_-_alb.pdf

69 GAP Institute, 2019 Draft Budget, An analysis of incomes and expenses. November 2018. https://www.institutigap.org/documents/19223_ProjektbuxhetiGAP.pdf

70 GAP Institute, 2019 Draft Budget, An analysis of incomes and expenses. November 2018. https://www.institutigap.org/documents/19223_ProjektbuxhetiGAP.pdf

71 The new policies are:

a) 100 assistants for children with special needs at a cost of 456,750 Euros;

b) Professional internships costing 1 million Euros

a) Number of students registered in 2017/2018;

b) Student-teacher ratio for primary and secondary education for the majority students 1: 21.3 (based on Administrative Instruction No. 22/23 of the MEST);

c) Student-teacher ratio for primary and secondary education for minority students 1:14.2;

d) Student-teacher ratio for preschool education 1:12;

e) Student-teacher ratio for vocational secondary education for the majority students 1:17.2, and for the minority students 1:11.5;

f) Student-teacher ratio for mountain areas 1:14.2;

g) Calculation for English language teaching staff for grades I and II;

h) Calculation for administrative technical staff: 1 staff for 630 students in pre-primary and primary education;

i) Calculation for administrative technical staff: 1 staff for 470 students in secondary education

j) Calculation for teaching staff members in maternity leave is foreseen at 3% (base teaching staff);

k) Calculation of support staff: 1 staff (school maintenance) and 1 staff (guard) for 170 students;

l) Professional service: 255 pedagogues;

m) Quality Coordinators;

n) Salaries are calculated based on the average salary in each municipality and by levels;

o) Goods and services are calculated as per the student criteria (23 Euros for a student of majority communities and 25 Euros a student of minority communities) and school criteria (1,500 Euros for pre-primary and primary schools and 3,250 Euros for high schools);

p) Capitals are calculated based on the criterion of 7 Euros for student;

q) Calculation of three wages after retirement with a cost of 1 million Euros.

represent 90.9% of expenses, if current expenditures for sub-programs contributing directly to teaching process are taken into account. If the percentage of teacher salaries is calculated in the general current expenditure for pre-university education, this results in 88.5%. In 2018 and 2019, around 92% of the Specific Grant for Pre-university Education is used for staff wages and salaries.

According to the annual statistical report with educational indicators 2017/2018, there is no difference in expenses for gymnasiums and professional schools in public expenses for upper secondary education. This implies that the funding formula for professional schools has not changed, irrespective of their specifics and additional expenses incurred for practical learning and practical work of students, re-promaterial expenses, energy, etc.

Budget Circular Analysis in the last two years (2018 and 2019), in regards to the specific grant for pre-university education for municipalities, shows that there is no budget for specific development projects, such as new curriculum development, in-career teacher development and promotion, etc. Kosovo also participated in PISA 2018 and in this regard no change is expected in students' achievement, having in mind the interventions in the system during this period and the report of the European Commission in 2018, which concludes that the quality in education remains weak in general, there is a mismatch between higher education programmes and labour market needs, weak quality monitoring mechanisms and lack of programs in professional schools focused on practical and applied courses⁷².

According to the Budget Circular 2019/01, the specific grant for municipalities in 2019 for financing pre-university education amounts 184,998,870 Euros, whereas the MEST budget amounts 66,594,551 Euros⁷³. Whereas, in 2018, the specific grant for municipalities for financing pre-university education was 170,270,751 Euros, whereas the MEST budget was 69,229,551 Euros⁷⁴. The analysis of budget circulars for the year 2018 and 2019 shows that 92 % of the specific grant for pre-university education is allocated for staff wages and salaries, the other part is allocated for goods and services and capital expenditure.

72 Kosovo Report 2018, European Commission. <https://ec.europa.eu/neighbourhood-enlargement/sites/near/files/20180417-kosovo-report.pdf>

73 Budget Circulars. Ministry of Finance. <https://mfrks-gov.net/page.aspx?id=1.31>

74 Budget Circular 2018/01. Ministry of Finance. May, 2017. <https://mf.rks-gov.net/desk/inc/media/282098CA-066F-4D21-A34A-DA5A626C330B.pdf>

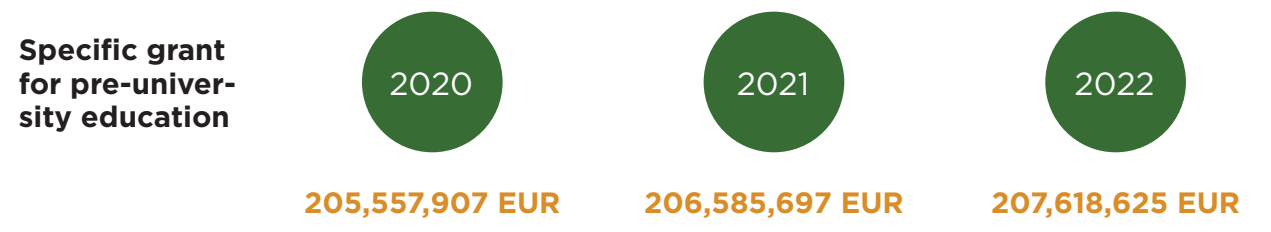
Table 10. Spending on Education in 2018 - 2019

No.	Budget categories and sub-categories	Specific grant amount for pre-university education	% of specific grant	Specific grant amount for pre-university education 2019	% of specific grant
1	2019	% of specific grant	Specific grant amount for pre-university education	169.755.059	91,8 %
1.1.	Salaries for teachers	% of specific grant	61,01 %	114.202.484	61,7 %
1.2.	Salaries for teachers' center in Lipjan Correctional Center	0,00	0,00 %	52.352	0,03 %
1.3.	Salaries for teachers in sick leave and maternity leave	3.233.318	1,90 %	1.291.391	0,7 %
1.4.	Salaries for teachers in mountain areas	19.795.989	11,63 %	20.357.536	11,0 %
1.5.	Salaries for pedagogical/psychological staff	473.280	0,28 %	1.520.812	0,8 %
1.6.	Salaries for English grades I and II	1.688.366	0,99 %	1.930.384	1,0 %
1.7.	Salaries for Quality Coordinators	0,00	0,00	3.910.706	2,1 %
1.8.	Salaries for administrative staff	7.568.403	4,44 %	12.447.788	6,7 %
1.9.	Salaries for supporting staff	13.002.539	7,64 %	13.090.558	7,1 %
1.10.	Compensation after retirement (3 salaries)	0,00	0,00	951.048	0,5 %
1.11.	Working experience (15 years)	11.227.272	6,59 %	0,00	0,00
2.	Goods and services, capital expenditure in total	9.390.814	5,52 %	13.787.013	7,5 %
2.1.	Goods and Services	8.213.276	4,82 %	11.112.404	6,0 %
2.2.	Capital expenditure	1.177.538	0,69 %	2.674.609	1,4 %
3.	New policies in total	0,00	0,00	1.456.798	0,8 %
3.1.	Assistants for children with special needs	0,00	0,00	456.750	0,2 %
3.2.	Professional practices	0,00	0,00	1.000.048	0,5 %
Specific grant for pre-university education in total		170.270.751 EUR		184.998.870 EUR	

SOURCE: /MF/: BUDGET CIRCULARS FOR 2018 AND 2019

On the other hand, according to the Budget Circular 2020/01, the specific grant for pre-university education for 2020 increased for around 15 million Euros. The grant approved amounts 205.5 million Euros, of which 192.1 million Euros are wages and salaries, 10.8 million Euros are goods and services and 2.5 million Euros are capital expenditure. The Specific Grant for Pre-university Education for this year was planned taking into account the criteria for the MEST pre-university education formula for 2020⁷⁵.

Table 11. Specific grant for pre-university education



SOURCE /MF/: BUDGET CIRCULAR 2020/01

Based on the new Law on Salaries in Public Sector, almost the entire increase in the budget for these years (2020-2022) goes into wages and salaries⁷⁶.

In the Budget Circulars over the last three years, it is noted that there is a discrepancy in between the number of teachers used for planning the annual budget for teachers and the number of teachers reported in the EMIS. According to EMIS report 2018/2019, there are 23,262 teachers in pre-university education, whereas on the other hand, the budget for wages and salaries for teachers for the year 2019 has been calculated for 22,569 teachers. Based on the above, monthly salaries were not planned for around 700 teachers in pre-university education in Kosovo. Some municipalities continue to have problems with the inclusion of teachers in the payroll. In such circumstances, it is reported non-officially that teachers that are not included in the payroll are paid from the budget that was planned for goods and services. Whereas, according to the Budget Circular 2020/01, the budget planned for teachers has been calculated with the number of teacher 21,901.

Referring to EMIS reports about the number of students decreasing every year, also the number of teachers should be based on the criteria of school specifics. However, the fact that in municipalities there is a higher number of teachers shows that there is a sensitive situation related to staff management in municipalities. With regard to this, it is necessary to have measures taken and institutional clarity for a fair activity management with the staff at municipal and school level, so that capacity is used to offer supporting services

75 Budget Circular 2020/01. Ministry of Finance. May, 2019. <https://mf.rks-gov.net/desk/inc/media/9B16C33B-8181-4A1D-A4A9-6625E1C1E9DA.pdf>

76 Law No. 06/- 111 on Salaries in Public Sector. Official Gazette of the Republic of Kosovo. 1 March 2019, Prishtina. <https://gzk.rks-gov.net/ActDetail.aspx?ActID=18730> <https://gzk.rks-gov.net/ActDetail.aspx?ActID=18683>

2.2.4. Education reports, information and statistics

As part of the objective of restructuring the Division for Policy and Statistics Coordination, from this monitoring report it is evaluated that the MEST accomplished this activity. With the Regulation No. 14/2018 enacted on the internal organisation and systematization of working places at the Ministry of Education, Science and Technology, the EMIS is divided as a separate division and now it operates in the MEST as the Division for data collection and processing⁷⁷.

In addition, the indicators framework according to UNESCO, EUROSTAT and OECD has been completed as foreseen with the strategic plan. In this regard, according to the MEST data, the education indicators framework has been revised in 2017 as per UNESCO, EUROSTAT and OECD indicators. Moreover, in cooperation with the UNICEF, in 2017, the Guidelines for the calculation of public spending in pre-university education in Kosovo were drafted, and spending in education for the year 2015 and 2016 were calculated.

On the other hand, it is estimated that over the three first years of plan implementation no measures were taken to develop procedures on data management and use. There are two new policies to be developed as part of this activity. One will be oriented towards internal processes following report and analysis finalisation, including modalities of initiating additional analysis that might be needed for sub-sectors. Whereas, the other policy would be oriented towards communication with the parties and the public.

Also, other activities such as Capacity development for advanced data collection, analysis and interpretation; Development of a platform for the integration of existing information and databases for all levels, as well as Capacity building for data users from schools, MEDs, central level and universities, were not implemented during this period, although they were foreseen in the plan. In regards to this, it is reported that the above-mentioned activities were linked to development of central systems and the advancement of the existing EMIS (components of the World Bank project to improve the education system), which were not implemented by the project.

Whereas, in regards to education reports, information and statistics, the MEST/Division for data collection and analysis, during these years, apart from routine activities, such as support provided to school directors to insert the data in the EMIS system as per reporting periods, creation of new databases for new pre-university education institutions (public and private), data processing and indicators for different documents as required by management, etc, in cooperation with the KAS drafted, edited and published the following reports:

- “Education Statistics in Kosovo 2016/2017” (published - 2017)⁷⁸
- “Education Statistics in Kosovo 2017/2018” (published - 2018)⁷⁹
- “Education Statistics in Kosovo 2018/2019” (published - 2019)⁸⁰

77 Regulation (Circulation) No. 14/2018 on Internal Organisation and Systematization of Working Places in the MEST. 2018. <http://gzk.rks-gov.net/ActDetail.aspx?ActID=17922>

78 Education Statistics in Kosovo 2016/17. KAS. <https://masht.rks-gov.net/uploads/2017/12/statistikat-e-arsimit-ne-kosove-2016-17-shqip.pdf>

79 Data on education - Statistical notes 2017/18. KAS. <https://masht.rks-gov.net/uploads/2018/03/shenime-statistikore-2017-18-arsimi-parauniversitar.pdf>

80 Data on education - Statistical notes 2018/19. KAS. <https://masht.rks-gov.net/uploads/2019/02/shenime-statistikore-2018-19-arsimi-parauniversitar.pdf>

- “Annual Statistical report with education indicators 2017/2017” (published - 2017)⁸¹
- “Annual Statistical report with education indicators 2017/2018” (published - 2017)⁸²

It is reported that preparation of the Annual Statistical report with education indicators 2018/2019 has started. In addition, in the beginning of September, it is reported that EMIS system has been opened for the registration of students for the new school year 2019/2020⁸³.

In cooperation with the Division for evaluation, standards and monitoring, and with the support of World Bank project, in September 2019, the activity of preparing the School Report Card has started. At this phase, the concept document is drafted, and according to this concept document, the School report Card (SRC) is a system projected for information and usefulness.

2.2.5. Legislation in pre-university education sector

As part of the objective of harmonising and completing the legislation for the entire pre-university education, the KESP Action Plan for the year 2017, 2018 and 2019, defines a number of activities, including the analysis of the coherence of primary and secondary legislation with draft laws undergoing the approval process and other policies and laws outside the education sector, drafting the dynamic plan for the revision of legislation, drafting and amendment of laws and by-laws, and monitoring the implementation of laws and by-laws.

With regards to this, with the support of the GIZ CDBE, in 2018, the following analysis was done: Coherence of secondary legislation with the primary legislation in the area of pre-university education, namely a comparative analysis of primary laws, such as the Law No. 04/L-032 on Pre-University Education, Law No. 03/L-068 on Education in the Municipalities of Kosovo and secondary legislation (Administrative Instructions released by the Ministry of Education, Science and Technology (MEST)). The analysis does not include the laws outside education sector. According to the report, there are conflicts between primary and secondary legislation, and between sub-legal acts. These differences are often a result of gaps in the Law on Pre-university Education, a law causing confusion not only in its substantial content, but also because of technical errors⁸⁴.

As reported in the KESP evaluation report for the year 2017, activities are not specific about the type and number of legal or sub-legal acts that need to be approved during the implementation timeline. However, over these three years (2017 – 2019), two draft laws were drafted and approved: I) The Law on Education Inspectorate II) The Law on the Status of Albanian Education workers of the Republic of Kosovo 1990-1999. In addition, during the same period, three concept documents were approved (i) Draft Law on the Publishing of School Textbooks, school materials and pedagogical Documentation (ii) Draft Law on Preschool Education, and (iii) Draft Law on Professional Education. In 2019, the working group continued their work in drafting the Draft Law on Pre-school Education. The MEST, during all these years gave an important contribution in drafting the

81 Annual Statistical report with education indicators 2016/17. MEST. December, 2017 <https://masht.rks-gov.net/uploads/2018/02/raport-vjetor-statistikor-me-tregues-arsimore-2016-17.pdf>

82 Annual Statistical report with education indicators 2017/18. MEST. December, 2018 https://masht.rks-gov.net/uploads/2018/12/raport-vjetor-statistikor-me-tregues-arsimore-2017-18_1.pdf

83 Education Management Information System. <http://masht-smia.net/>

84 For more, see the report from Dafina Buçaj (2018). Analysis “The coherence of secondary legislation with primary legislation in the field of pre-university education”. Published by: Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH. The project: Capacity Development in the Basic Education in Kosovo - CDBE

legal package related to public servants and the Law on Salaries for Public Officials.

In addition to primary legislation, over the last three years, also sub-legal acts have been finalised (Administrative Instructions and Decisions), with the majority of them related to the review or improvement of the Pre-university education.

Figure 1. The Number of Administrative Instructions MEST 2016-2019

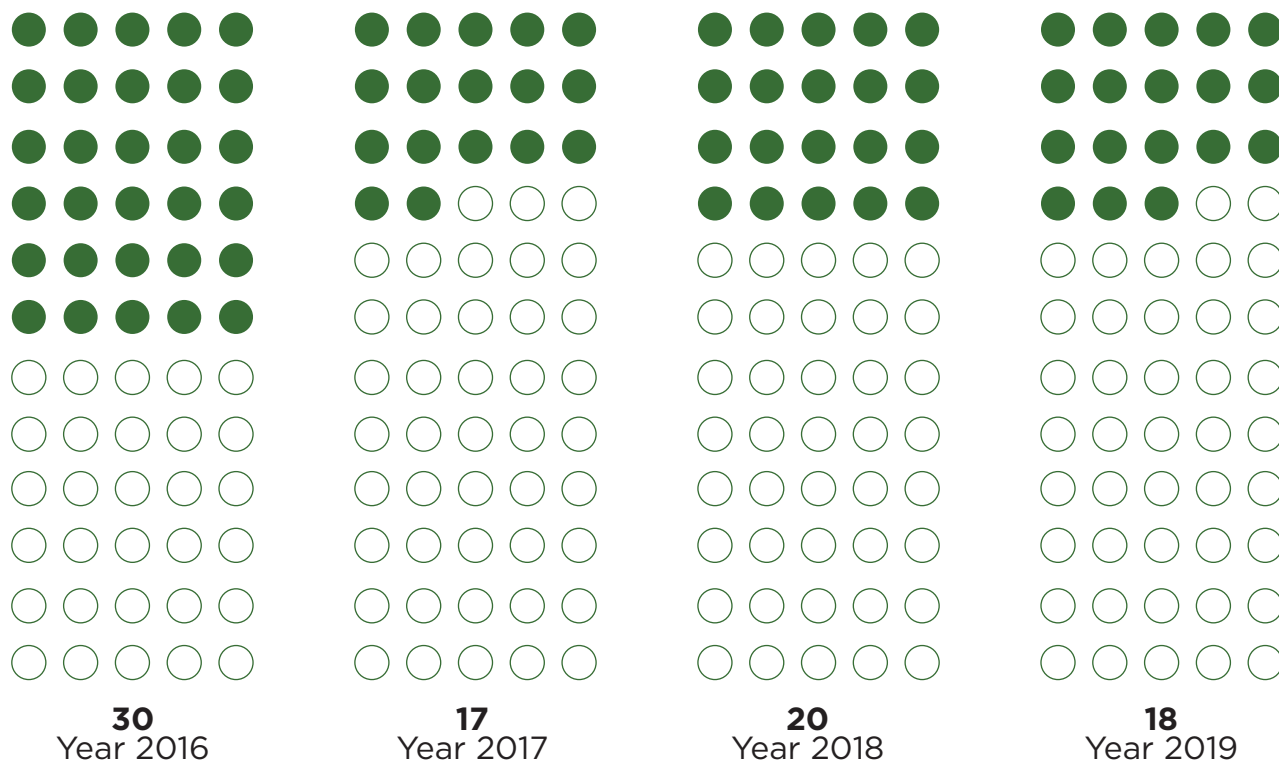
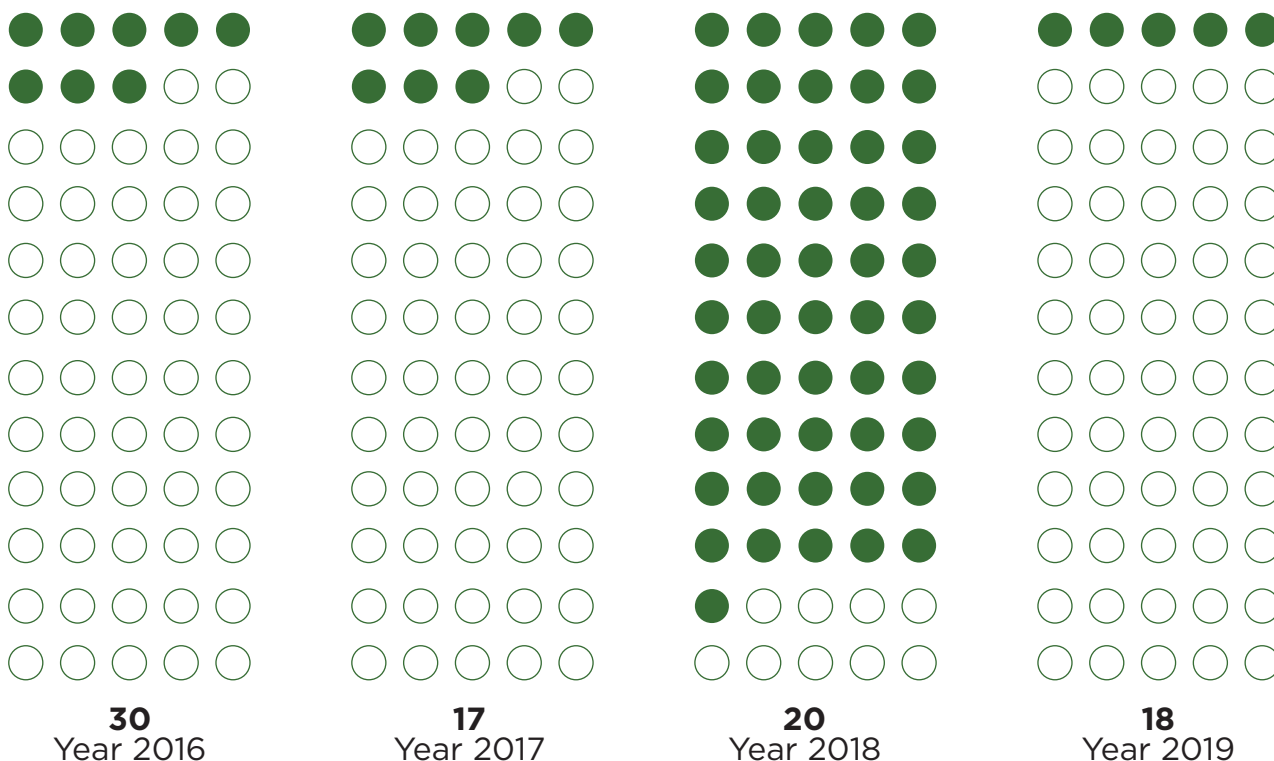


Figure 2. Decisions from the Minister published in the official website



The evaluation process has not documented any publication on the monitoring of implementation of legal and sub-legal acts released by the MEST. From the discussions with the MEST officials covering this area, it was emphasized that mostly legal and sub-legal acts monitoring takes place when there are complains or certain issued appear. On the other hand, the GIZ CDBE program, in the first half of 2019, supported the Committee for Education, Science, Technology, Culture, Youth, Sports, Innovation and Entrepreneurship, to monitor the implementation of the following two primary laws on education:

- Monitoring the implementation of the Law No. 04/L-032 on the Pre-university Education in the Republic of Kosovo; and
- Monitoring the implementation of the Law No. 06/L-046 on Education Inspectorate in the Republic of Kosovo

The Committee for Education, Science, Technology, Culture, Youth, Sports, Innovation and Entrepreneurship drafted monitoring reports, but due to the decision to go for an early election, the reports have not passed through other review stages. Referring to the summary of report on the monitoring of the implementation of the Law No. 04/L-032 on the Pre-university Education in the Republic of Kosovo, some of the findings⁸⁵ include:

⁸⁵ Committee for Education, Science, Technology, Culture, Youth, Sports, Innovation and Entrepreneurship (2019). Draft report from the monitoring of the implementation of the Law on Pre-university Education in the Republic of Kosovo No. 04/L-032. Prishtina, July 2019.

- *Findings from the monitoring of the implementation of the Law on Pre-university Education in the Republic of Kosovo show that the MEST has been careful in completing the legal framework for the Pre-university Education, but there is stagnation evidenced in certain areas, such as the implementation of education policies related to decentralisation in education, transparency in recruitments in education and new curriculum development, licensing system and teacher promotion, etc.*
- *The Law on the Pre-University Education in the Republic of Kosovo contains several language and technical errors, lack of certain important definitions, inconsistency in some chapters content, specific provisions of laws already abrogated, specific provisions that are not based in laws applicable, articles and paragraphs that are not implemented, and also lack of coherence between laws addressing specific segments in the area of Pre-university Education;*
- *A comprehensive and consensual approach is needed to harmonise the legislation in the area of education and concrete measures described with responsibilities and accountability for the full and quality implementation of laws applicable. The Law on the Pre-university Education in the Republic of Kosovo should be amended along with the Law on Education in the Municipalities of the Republic of Kosovo, so that the gaps identified are eliminated and amendments required done to ensure a practical, functional and implementable legislation for all the levels of Pre-university education.*

Whereas, referring to the summary of report on the implementation of the Law No. 06/L-046 on Education Inspectorate in the Republic of Kosovo, some of the findings include:

- *The findings show that there have been efforts from the MEST and Education Inspectorate to issue sub-legal acts based on the Law, but the package of sub-legal acts needed for an effective implementation of the Law is not completed yet. The Law has some structural, organisational and substantial issues, which to a great extent undermine the work of the Education Inspectorate in several processes. The number of inspectors permitted has not been completed yet and inspectors have not been profiled in administrative and pedagogical inspectors. This situation is creating difficulties for the process of teacher performance assessment and external school assessment, initiated by the Education Inspectorate and considered quite sensitive and which could be risked due to insufficient capacities and legislation not fully implemented⁸⁶.*

2.2.6. Safety and Health

As part of the objective to establish a safe and healthy environment for all, the KESP action plan, for the period 2017 – 2019, foresees awareness activities on the environment and health, establishment of mechanisms for health promotion at municipal and school level, development of materials for health and school environment, investigation of needs related to drinking water and sanitation facilities, and development of mechanisms for their maintenance, development of a guideline on security in educational institutions, establishment of emergency response mechanisms, placement of fire extinguishing equipment in schools, provision of schools with first aid kits, capacity building activities for schools and MEDs on violence prevention and training school staff for Health and Safety at school.

86 Ibid.

As a conclusion, the MEST in coordination with the Ministry of Environment and Spatial Planning organised two campaigns at schools. All the municipalities and schools have been involved to mark the Earth Day (22 April) and the Environment Day (5 June). The activities organised help in implementing the National Strategy on Environment and they aim to raise the awareness of students about the necessity to save the environment. Such activities were organised in 2018 and 2019 as well. In this regard, on 22 April this year, 45 seedlings were planted in two primary schools in Prishtina, the PLSS “Iliria” and PLSS “ Nazim Gafurri” to mark the Earth Day. In addition, in these two schools and the schools in the Municipality of Vitia, health promoting schools concept was introduced and 72 health promoting materials were distributed.

Moreover, the Administrative Instruction No. 03/2019 on the Healthy Nutrition of Children in Educational and Training Institutions of Pre-university Education has been drafted and finalised. In addition, it is reported that Guidelines for Health promoting schools concept were translated from English in the first half of the year.

To create mechanisms for health promotion at municipal level, the MEST participates in the inter-ministral program for health promoting schools, addressing health promotion at schools. The MEST, in cooperation with the KOPF and UNFPA, organised a number of activities to raise the awareness of youth at schools on reproductive health, family planning, pregnancy, abortion, sexually transmitted infections⁸⁷. It is reported that also the health education and promotion groups or commissions in seven regions are part of mechanisms created, and they were created by the Health education commission operating within the National Institute of Public Health. In addition, it is reported that also a representative from the Municipal Education Directorate participates in the meetings organised by respective commissions in the regions.

Health promotion mechanisms at schools are sanctioned within the Law on Pre-university Education and Administrative Instruction No. 3/2016 on School Governing Boards (SGB), and according to this AI, the SGBs establish the health promoting group at school level. During this monitoring process, no initiative or report has been documented, showing the health promoting mechanisms established in municipalities and schools. In this regard, it is noted that there is lack of capacities to functionalise such a mechanisms at central, municipal and local level. 151 Master trainers certified by the National Institute of Public Health in 2017 are part of health promoting mechanisms at municipal level.

In regards to the activity of developing materials for health and school environment, in 2018, the MEST in cooperation with the UNFPA (United Nations Population Fund) and the National Institute of Public Health, drafted supporting materials for teachers for the grade 1, 6 and 10 for sexual education based on international results of World Health Organisation and also other manuals for grades 2, 7, 11 are being assessed by an international expert. In addition, this year the working group finalised other manuals on sexual education for grades 3, 8 and 12.

Teachers of physical education, sports and health have been provided with health promotion materials and health education guidelines. Based on the KESP report for the year 2017, 208 Guidelines translated and adapted from the World Health Organisation materials have been distributed to schools and municipalities.

⁸⁷ Annual Evaluation Report of Kosovo Education Strategic Plan 2017-2021 for the year 2017. MEST. Prishtina, February, 2018.

The evaluation process has not documented any study on the need for drinking water and sanitation facilities, although this activity implementation was foreseen for the years 2018-2020. In the KESP document 2017-2021, this activity (2.6.4) is not described, namely its purpose, scope, priority areas, etc. are not described.

The activity of drafting guidelines on safety in educational institutions was planned to be implemented in 2018 according to the Action Plan. The evaluation process has not documented any guideline published in 2018 specifically for safety in educational institutions. On the other hand, the KESP evaluation report for the year 2017 evidences certain safety promotion initiatives, organised in cooperation with municipalities and school leadership, related to prevention of violence at schools, internet safety and prevention of extremism. As report indicates, these initiatives were a continuation of efforts to raise municipal and school capacities and their aim was to raise the institutional efficiency at local level for the implementation of the Government Regulation (21/2013) on the protocol for the prevention and reference of violence in pre-university education institutions.

Mechanisms of response in emergency cases are sanctioned by legislation and other policies with the Integrated Emergency Management system⁸⁸. There are such inter-institutional mechanisms in place at municipal level, but there are no mechanisms operating at school level to respond in emergencies, educational programs and programs for training in emergencies. The Action Document 2015-2018 on the violence and safety in public schools of the Municipality of Prishtina⁸⁹ has been a good orientation for emergency response practice as well. Mechanisms at school level, such as school leadership and SGB play an important role in this area. The evaluation process could not document other initiatives and reports from the central level and municipalities, showing that in every municipality and school there are operational mechanisms established to respond in emergencies.

Similarly, during this monitoring, no summary report showing the number of fire extinguishing equipment or first aid kits in schools has been documented. From the interview with the MED Collegium representative, it is evaluated that municipalities have equipped schools with fire extinguishing equipment or first aid kits, but there are no reports showing the situation in all municipalities, whether the equipment are functional and how the capacities for their use at school level have been built. This shows that there is no system of schools and municipalities reporting to central level for the implementation of these activities, which according to the KESP should be headed by the MEDs.

On the other hand, to raise school and MED capacities to prevent the violence, in coordination with Save the Children, workshops on violence prevention and referral were organized in 2018, with 22 schools from 8 municipalities (Peja, Gjakova, Prizren, Klina, Gjilan, Mitrovica, Prishtina and Ferizaj) benefiting from these workshops. In this year (2019), similar activities were organised in several other schools in Prishtina and Fushë Kosova.

From the KEC, during 2017 and 2018, as part of the project “Prevention of violence against children” with the support of UNICEF Office in Kosovo, different trainings and activities were organised, aiming to create safe and friendly environments at schools, through the distribution and implementation of the Protocol for Prevention and Referral of violence in pre-university education institutions, In addition to trainings on the

88 Integrated Emergency Management System. Prishtina, May 2010. <https://ame.rks-gov.net/Portals/0/Files/SIME%20i%20Miratuar.pdf>

89 USAID and UNDP (2015). Basic document for drafting the School Safety Platform for the Municipality of Prishtina 2015-2018 https://www.undp.org/content/dam/kosovo/docs/actionpaper/action_papper_alb.pdf

implementation of the Protocol in schools (50 participants from school community - directors, psychologists, pedagogues, teachers were part of these trainings), trainings were organised in the field of Intermediation among peers for the schools involved in the project (in 18 schools, represented in the training by 7 participants - 5 students and 3 teachers). In addition, the round table with the topic "Addressing cyberbullying in schools", and the Closing conference of the project "Intermediary groups as a tool to prevent violation in schools were organised"⁹⁰.

From the MED Collegium representative, it is evaluated that the Municipal Community Safety Councils are functional in every municipality. Moreover, it is evaluated that this mechanism enabled harmonisation of actions in preventing violence in schools and capacity building by exchanging experiences and information on how to address the cases. The problem of violence in schools requires a continuous institutional approach and care.

Finally, as part of the activity of training school staff for Health and Safety in schools, it is reported that in 2018 trainings on sexual reproductive health were organised, with the inclusion of 24 teachers of biology and physical education (grade 10) in the municipality of Prishtina, 23 teachers of grade 6 for the same subjects, and 19 teachers of level 1-5. Train the Trainers training on sexual and reproductive health started in the second half of 2019 as part of trainings on curriculum implementation, biology subject.

2.2.7. School infrastructure Management System

As part of the activity of norms and standards development for the design of educational facilities for all levels, Guidelines on norms and standards for pre-school buildings have been drafted. The evaluation process documented that the guidelines, volume 1 and 2, on norms and standards for pre-school buildings - specific instructions, published⁹¹ in May 2015 refer to schools of compulsory education and gymnasiums. In addition, the process of drafting specific norms for vocational schools started, but due the lack of experts to draft the norms and standards for vocational schools, the activity has not been fully implemented.

To promote norms and standards for facilities construction for all levels and stakeholders, the respective unit in the MEST reports that during this year an informative session was held with the MED directors in the region of Prishtina about the Guidelines for preschool institutions and that the Guidelines are in the process of being published. The same will be published in the MEST's website.

In addition, the MEST has taken important steps in regards to monitoring the implementation of construction norms and standards. In this regards, regular visits in buildings under construction have taken place and it is evaluated that they are build as per norms and standards of all levels. However, it is evaluated that the application of guidelines for norms and standards of all levels in all investments and project designs contracted by municipalities is a challenge.

90 Work report for the year 2018. Kosovo Education Center (KEC) . Prishtina, March 2019, pg. 21-22. <http://kec-ks.org/ep-content/uploads/2016/02/2.-KEC-Raporti-2018.pdf>

91 Guidelines on norms and standards for school buildings - Volume 1. MEST. https://masht.rks-gov.net/uploads/2015/05/masht-vol1-alb-print-5mm-bleed-0mm-inside-final_1.pdf
Guidelines on norms and standards for school buildings - Volume 2. MEST. https://masht.rks-gov.net/uploads/2015/05/masht-vol2-alb-print-5mm-bleed-0mm-inside_1.pdf

Moreover, as foreseen also in the strategic plan, the MEST annually carries out an assessment of physical state of educational facilities based on the educational buildings e-database “school mapping” and requirements of municipals levels for infrastructural investment. However, there is no summary report showing the number of schools that had an assessment of physical state done over these two to three last years. It is evaluated that the coverage of needs for educational facilities physical state verification is challenging due to the low number of staff available to verify the situation in the field.

In three years, the state of 13 existing schools was assessed for priority in investment and also the state of new schools for compliance with the standards, project designs of 4 schools were assessed, the project design of a sports hall, project design of 2 kindergartens built by MEST investment and 6 project designs for kindergartens with the EU investment⁹².

The guidelines for the maintenance of school facilities, planned to be completed in 2018 according to the Action Plan, have been drafted, whereas its publication is undergoing technical preparations. The activity of advancing the education building database was planned to be implemented in 2017 according to the Action Plan. Regarding this activity, it is reported that the education building database was updated with new data in 2016, whereas the GIS system advancement was not done because its relation to unification of platforms in the entire EMIS system.

In 2017, the process of drafting the AI started, whereas in 2018, the Administrative Instruction No. 04/2018 on Planning capital investment was approved to regulate the process of building and renovating education buildings of all levels⁹³. According to activity description in the KESP 2017-2021, the guidelines should include the application procedures for building school facilities for municipalities.

Whereas, in regards to development of investments plan for school premises for a period of 3 to 5 years, according to Action Plan, the activity was planned to be implemented in 2017. In this regard, according to the MEST data, the investment plan, namely assessment of facilities and the priority list for building and renovation of school buildings is drafted every year. The evaluation process has not documented any investment plan for school facilities for a period 3-5 years, as defined in the KESP⁹⁴. The investment plan, namely assessment of facilities and the priority list for building and renovation of school buildings is drafted every year, and this was done for this year as well.

92 Data from the Infrastructure Division MEST, 19 October 2019.

93 AI No.4/2018 for planning capital investment. MEST, February, 2018/ <https://masht.rks-gov.net/uploads/2018/02/ua-masht-04-18-per-planifikimin-e-investimeve-kapitale.pdf>

94 Kosovo Education Strategic Plan 20172021. MEST, July 2016. https://masht.rks-gov.net/uploads/2017/02/20161006-psak-2017-2021_1.pdf

2.2.8. Investments in education infrastructure

To improve the education infrastructure through construction, renovation, enhancement and supply of education institutions with adequate tools, a number of activities are defined in the strategic plan for education for the three year period (2017 - 2019), and mainly they are related to the construction of 15 new school buildings and 14 kindergartens, renovation of 150 school buildings, equipping 40 schools with sports packages, equipping 30 classrooms with adequate teaching materials, providing schools with individual student lockers and building 2 high education institutions.

Based on the above, according to the MEST data, in regards to constructions, renovations, infrastructure improvement and supply of adequate teaching materials, during these three years:

- Schools were build (4 schools with the MEST investment, 4 schools with the government investment managed by the MPA) and 21 other schools are under construction.
- One sports hall construction is finalised and 7 other sports halls are under construction.
- 4 kindergartens have been build, 3 by the MEST and one with a donation by the EU. Whereas, 6 other kindergartens are in the procedure of being contracted for construction by EU;
- 10 school buildings have been renovated and a building is in its final renovation stage;
- 24 schools were equipped by the MEST with sports hall packages;
- All the new schools built by the MEST and some existing schools have been furnished with school inventory by the MEST. In addition, during the period 2017 - 2019, the MEST provided the adequate teaching inventory for 80 schools;
- Only 2 schools were equipped with individual lockers for students by the MEST

The implementation of activities related to investment in education infrastructure has been challenging due to the lack of budget proportional to the number of projects, lack of budget for building new kindergartens and lack of locations in big cities.a.

2.2.9 Activity Implementation Matrix - Management of the Education System

Strategic Objective SO2: Improving the quality and efficient management of the education system based on transparency and accountability

Result 2.1. Build capacities for an accountable and effective system management at central and municipal level, as well as effective management at school level

Activities	Sched- uled time	Imple- men- tation period	Clarification
2.1.1 Restructuring the organisation of MEDs in accordance with the decentralised structures of the education system	2017	2018	With the support of GIZ, an analysis of organizational structure of Municipal Departments has been carried out. The findings from this analysis recommend 4 reorganisation models, based on the number of schools under the municipal responsibility.
2.1.2 Training MED staff based on identified needs and in accordance with the decentralised structure of the education system	2017 - 2019	2017- ongoing	Few well-organised initiatives.
2.1.3 Drafting regulations and supporting guidelines for education management at the municipal level	2017- 2018	/	The evaluation process has not documented any regulation and guideline specific to the MED, developed over the last two years as part of activity 2.1.3.
2.1.4 Training of MEST staff for planning, policy-making and monitoring	2017 - 2019	2017- ongoing	Mainly offered by KIPA.
2.1.5 Developing mechanisms for effective communication between various parties in the system through reporting and other regular coordination processes	2017- 2021	2017- ongoing	Mainly done using an integrated approach for the development of sub-legal acts, defining as well the responsibilities of different stakeholders in the system.
2.1.6 Putting in place and empowering parent councils at school, municipal and state level, providing support and monitoring their work	2017- 2021	2017- ongoing	Few data exist.
2.1.7 Training of administrative staff and members of the school governing boards on governance and leadership	2017- 2021	2017- ongoing	Trainings have continued under the MEST management.
2.1.8 Creating cooperation and communication networks between schools in the field of leadership and teacher development (learning community)	2017- 2021	2017- ongoing	Learning communities in eight municipalities have been supported by GIZ for years. A part of legal framework was completed by the MEST in 2016-2017. The guidelines framework for SBTPD is being completed with the WB project and EU project.

MID-TERM EVALUATION: IMPLEMENTATION OF KOSOVO EDUCATION STRATEGIC PLAN

2.1.9 Empowerment of an integrated planning approach between MEST-MED-School	2017-2021	2017-ongoing	The Regulation that organizes the planning and management process between levels of management in pre-university education was finalised.
2.1.10. Management of the schools network	2017 and 2018		The evaluation process has not documented any report of current situational analysis in the field, related to activity 2.1.10. Decreasing number of students over these 10 years clearly indicates the need to have a comprehensive analysis of school management network.
2.1.11. Strengthening of school autonomy	2017 - 2019	2018-ongoing	The legal package applicable defines a certain level of school autonomy, but there is a lack of concrete actions to strengthen school autonomy.

Result 2.2. Define professional standards for recruitment and management mechanisms for leaders of educational institutions

Activities	Scheduled time	Implementation period	Clarification
2.2.1 Define the status of director and deputy director of educational institutions	2017	2019	The status of director and deputy director is defined with the Law on Public Officials.
2.2.2 Establish mechanisms for monitoring and performance assessment of directors and deputy directors	2017 - 2019	2017-ongoing	A process already started, but there is no orientation yet for the future steps.
2.2.3 Setting up selection mechanisms for directors and deputy directors, including the training of selection committees	2018 and 2019	2019-ongoing	Is in its initial implementation phase, there are numerous reactions from the municipalities.
2.2.4 Development of a career management system for directors and deputy directors based on the relevant standards	2017 - 2019	/	The assessment process has not documented any initiative to develop a system, as defined with this activity.
2.2.5 Providing equal access to both men and women to professional development programmes for directors, deputy directors and teachers interested in management career, by providing a comprehensive offer and sustainable funding	2017 - 2019	2017-ongoing	The evaluation process has not documented any program for advanced training implemented for directors, nor any advanced training for directors.

Result 2.3. Implement a functional mechanism for pre-university education funding that contributes to school development

Activities	Scheduled time	Implementation period	Clarification
2.3.1 Review of the pre-university education funding formula to provide opportunities to address specific needs of different schools in order to improve quality	2017	2017-ongoing	The MEST, drafts a pre-university education funding formula annually.
2.3.2 Increase efficiency of education budget planning processes at local level	2017 and 2018	2017-ongoing	Remains a challenge.
2.3.3 Capacity development for financial management in schools and MEDs	2017, 2018 and 2019	2017-ongoing	Remains a challenge.
2.3.4 Define indicators for spending incurred in education with the purpose of assessing the efficiency of these spending	2017, 2018 and 2019	2017	With the involvement of the MEST representatives, Ministry of Finance, UNICEF, Kosovo Agency of Statistics

Result 2.4. Produce regular reports based on the analysis and interpretation of EMIS data and use these analyses for policy-making

Activities	Scheduled time	Implementation period	Clarification
2.4.1 Restructuring of the Division for Policy Coordination and Statistics to clarify the roles associated with EMIS	2017	2019	According to the Regulation (Circular) - No. 14/2018 on Internal Organization and Systematization of Working Places in the MEST
2.4.2 Capacity development for advanced data collection, analysis and interpretation	2017-2021	/	It is reported that these activities were related to development of central systems and the advancement of the existing EMIS (components of the World Bank project to improve the education system), which were not implemented by the project.
2.4.3 Development of data management procedures and their use	2018	/	
2.4.4 Developing a platform for integration of the existing information and database systems for all levels	2017, 2018 dhe 2019	/	
2.4.5 Capacity building for data users from schools, MEDs, central level and universities	2017 dhe 2018	/	
2.4.6 Filling in indicators framework according to UNESCO, EUROSTAT and OECD	2018 dhe 2019	2017	The activity, as reported, was initiated and finished ahead of the deadline planned.

Result 2.5. The legislation is harmonised and completed for the entire pre-university education sector

Activities	Sched- uled time	Imple- men- tation period	Clarification
2.5.1 Analysis of the coherence of primary and secondary legislation with draft laws being approved and other policies and laws outside the education sector	2017	2018	The analysis carried out in 2018 does not include the laws outside education sector.
2.5.2 Drafting the dynamic plan for the revision of legislation	2017	2017	The dynamic plan of legislation review experienced delays due to a change in legislatures.
2.5.3 Drafting and amendment of laws and by-laws	2017, 2018 and 2019	2017- ongoing	With bureaucratic delays and postponement of deadlines due to a change in legislatures.
2.5.4. Monitoring the implementation of laws and by-laws	2017- 2021	2017- ongoing	Remains a challenge, there is no well-regulated system.

Result 2.6. Schools have established safe, friendly and healthy environments for all

Activities	Sched- uled time	Imple- men- tation period	Clarification
2.6.1 Awareness activities on the environment and health	2017- 2021	2017 -ongo- ing	
2.6.2 Establishing mechanisms for health promotion at municipal and school level	2017- 2021	2017 -ongo- ing	
2.6.3 Developing materials for health and school environment	2017 dhe 2018	2017 -ongo- ing	
2.6.4 Investigating needs related to drinking water and sanitation facilities, and development of mechanisms for their maintenance	2018 dhe 2019		The evaluation process has not documented any publication on the needs related to drinking water and sanitation facilities, although for 2018 and 2019, a study on drinking water and sanitation facilities was included as a reference point.
2.6.5 Drafting guidelines on security in educational institutions	2018	2017- 2019	Different guidelines related to prevention of violence in schools, internet safety and extremism prevention.

2.6.6 Establishing emergency response mechanisms	2017, 2018 dhe 2019	2017-ongoing	Few data exist.
2.6.7 Placing fire extinguishing equipment in schools	2017-2021		The evaluation process has not documented any summary report that indicates the number of fire extinguishing equipment or first aid kits in schools. There is no reporting system from the MED to the MEST, which, according to the KESP, led these activities.
2.6.8 Providing schools with first aid kits	2017, 2018 dhe 2019		
2.6.9 Capacity building activities for schools and MEDs on violence prevention	2017-2021	2017-ongoing	
2.6.10 Training school staff for Health and Safety in schools	2017-2021	2017-ongoing	

Result 2.7. Build an effective system of education building management that contributes to the creation of suitable learning environments

Activities	Scheduled time	Implementation period	Clarification
2.7.1 Developing norms and standards for the design of educational facilities for all levels	2017 dhe 2018	2015, 2018	Development of norms and standards for the design of educational facilities for all levels is not finished yet.
2.7.2 Promoting norms and standards of facility construction for all levels and stakeholders	2017 - 2019	2018 -ongoing	The Guidelines on the standards for pre-school facility construction are in the process of being published.
2.7.3 Monitoring the implementation of construction norms and standards	2017-2021	2017 -ongoing	Based on the findings of the monitoring performed by the respective unit in the MEST, it is evaluated that the application of guidelines for norms and standards in all investments and project designs contracted by municipalities is challenging.
2.7.4 Assessment of physical state of educational facilities	2018 dhe 2019	2017 -ongoing	Approximately over the last three years, the state of 13 existing schools was assessed for priority in investment, new schools were assessed for compliance with the standards, including 14 school project designs, project design of a sports hall, project design of 2 kindergartens with the MEST investment and 6 project designs with the EU investment.

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2.7.5 Drafting guidelines for the maintenance of school facilities of all profiles and levels	2018	2018	The publication of the guidelines is undergoing technical preparation.
2.7.6 Advancing education building database	2017	/	The advancement of GIS system was not carried out because it is related to the unification of EMIS system platform.
2.7.7 Drafting a Guide for investment planning in new school buildings	2017 and 2018	2018	Administrative Instruction No. 04/2018 on Planning capital investment, which aims to regulate the process of building and renovating education buildings of all levels.
2.7.8 Developing investment plans for school premises for 3 and 5 years' time periods	2017	2017-ongoing	The investment plan, namely assessment of facilities and the priority list for building and renovating school premises is drafted every year.

Result 2.8. Improving educational infrastructure through construction, renovation, expansion and equipping of educational institutions with adequate teaching resources

Activities	Scheduled time	Implementation period	Clarification
2.8.1 Building new schools so that 1/3 of pupils may attend school in one shift (construction of 15 schools for the period 2017-2019)	2017-2021	2017-ongoing	The construction of 8 schools is finished and the construction of 21 other schools is continuing.
2.8.2 Construction of preschool/pre-primary facilities (construction of 14 kindergartens for the period 2017-2019)	2017-2021	2017-ongoing	The construction of 4 kindergartens has finished and 6 other kindergartens are in the procedure of being contracted for construction by EU.
2.8.3 Renovation of school premises (renovation of 150 schools for the period 2017-2019)	2017-2021	2017-ongoing	Only 10 school premises have been renovated and one premise is in its final stage of renovation.
2.8.4 Equipping schools with sports hall packages (40 schools for the period 2017-2019)	2017-2019	2017-ongoing	The MEST equipped 24 schools with sports hall packages
2.8.5 Equipping classrooms with adequate teaching materials (30 schools for the period 2017-2019)	2017-2021	2017-ongoing	The MEST provided the adequate teaching material for 80 schools.
2.8.6 Providing schools with individual student lockers	2017-2021	2017-ongoing	The process started late, only 2 schools were equipped.
2.8.7 Expanding and improving learning environments in higher education institutions	2018-2020	/	It is the responsibility of higher education institutions.

2.2.10 The progress achieved against defined indicators

SO 2 Management of the Education System: Improving the quality and efficient management of the education system based on transparency and accountability

Indicators to measure the achievement of the objective	Basis (2016) ⁹⁵	Achievement (2019) ⁹⁶	Target (2021) ⁹⁷	Clarification
Percentage of School Governing Board members trained	822 participants trained or 272 schools in total		50%	No
Percentage of school directors and deputy directors trained	490 directors from the BEP program and around 500 other directors trained by the GIZ	a. All of them (because it is a legal obligation) b. None in advanced trainings	100% for basic training; and 50% for advanced training	Currently no training programs are offered for advancement in Educational Leadership
The number of the MED staff trained on educational leadership	55 (from GIZ, IDEP, USAID)	5	70	Not organised over the last years
The number of students in primary schools attending school in one shift	25.4% (or 198 schools of a total of 779 schools) 3		1/3	
School space per student	3.5 m ³¹ - Gross surface of schools is approximately 1,300,000 m		4 m ²	
Number of schools equipped with individual lockers for students	/	2 (schools)	/ 30% of schools	In some schools, parents themselves have equipped the classrooms with individual lockers for students
Number of schools to be equipped with inventory	/	80	60 schools	The objective exceeded
Number of schools to be equipped with sports package	/	24	40 schools	

95 Kosovo Education Strategic Plan 2017/2021. MEST, July 2016. https://masht.rks-gov.net/uploads/2017/02/20161006-psak-2017-2021_1.pdf.

96 Referring to:

1. Statistical Annual Report with education indicators 2017/2018, published by the MEST in December 2018;
2. The Annual Evaluation Report on the Implementation of the KESP 2018, published by the MEST in March 2019.
3. The Report: Statistics of Education in Kosovo 2018/19, published by the MEST in June 2019, and
4. Reports and findings from the KESP Midterm Evaluation process (September - October 2019).

97 Kosovo Education Strategic Plan 2017/2021. MEST, July 2016. https://masht.rks-gov.net/uploads/2017/02/20161006-psak-2017-2021_1.pdf.

SO2 Management of Education System: Improving the quality and efficient management of the education system based on transparency and accountability

Indicators to measure the achievement of the objective	Basis (2016) ⁹⁴	Achievement (2019) ⁹⁵	Target (2021) ⁹⁶	Clarification
Renovation of school premises	/	10	250 school premises	It is evaluated that the number of schools targeted (250) to be renovated was a technical error.
Construction of new school premises	/	8	25 new school premises	The construction of 21 other schools is continuing.
Construction of premises for higher education institutions	/		3 premises	Construction of premises for higher education institutions are managed by respective universities.
Training of management and teaching staff in schools on school safety and health	/		50%	
Number of schools equipped with first aid kits	/		100	No reports
Number of the MEST staff trained on planning, policy-making and monitoring	/		50	
Number of regulations and procedures approved for effective communication	/		5	
Number of school networks established	/		150	
Number of municipal development plans approved	/		36	
Percentage of schools that have a budget code and manage their budget	/		/ 100%	
Number of policies on EMIS data management / 2	/	1	2	
Number of staff trained to insert and use the EMIS data	/		700 persons at school level	

2.2.11 Conclusions and recommendations - Management of Education System

STRENGTHENING OF CAPACITIES FOR THE MANAGEMENT OF EDUCATION SYSTEM

As part of the objective to have a qualitative and efficient management based on transparency and accountability, it is evaluated that over the three years of KESP implementation, there have been initiatives, training programs, workshops and other forms of capacity building for education management at different levels. However, these measures are insufficient to ensure an effective management of education. The same need has been reflected during the process of MEST Department and division restructuring and the efforts of municipalities to restructure and organise the MEDs. The MEDs are faced with lack of staff needed to lead education reform processes at municipal level and to offer support for schools, with lack of capacities to accomplish their role. In this regard, the MEST should revise the leadership for the KESP activities as per the new MEST re-organisation, and should support the municipalities/MEDs to establish a clear organisational structure in line with their role and responsibilities and allocate more budget for the municipalities. Capacity building for strategic planning and reporting is another need that should be addressed within the following years of KESP implementation.

EDUCATIONAL POLICIES FOR SCHOOL DIRECTORS. Positive steps were taken to create mechanisms for monitoring and evaluating the performance of school directors and deputy directors, such as the approval of the Law on Education Inspectorate, approval of the AI on professional practices for school directors, approval of the AI on selection of directors and deputy directors. On the other hand, the implementation of professional standards for educational leadership within the context of educational leaders in Kosovo, continues to be challenged by insufficient knowledge of directors about professional practice standards for school directors in Kosovo, lack of a professional institution to coordinate in-career development of school directors, and the lack of government and municipal commitment to de-politicise the selection of school directors and deputy directors. A special attention should be paid to the completion of legislation and procedures for pre-service and in-service professional development of school directors, their performance assessment, forms of motivation for directors for a maximum contribution to school development, and creation of cooperation networks of school directors at local and central level.

DATA DRIVEN DECISION-MAKING. The EMIS is a mechanism of special importance for educational institutions in Kosovo. Over the years, the respective unit in the EMIS drafted and published important reports on education system, especially pre-university education. The development of central systems and advancement of the existing EMIS are components of the education system improvement project, supported by the World Bank. These components have been integrated also in the KESP, to produce and publish regular reports based on the analysis and interpretation of EMIS data and use these analyses for policy-making. However, failure in implementing the activities related to EMIS, part of the project for the improvement of participation in education, was followed with the failure in implementing some of the EMIS related activities in the KESP. Attention should be paid to these activities, and a well-developed education management information system should be put in place, based on student personal data, integrating the data from the teacher licensing software, integrating school reporting card and enabling the generation of updated reports.

PRE-UNIVERSITY EDUCATION FINANCING AND LEGISLATION. The investment of Kosovo in the education sector is comparable to counties in the region in regards to BPV and public spending. However, the spending in pre-university education is mainly focused on wages and salaries and capital expenditure. Also the spending for goods and services, to a great extent is oriented towards projects related to quality in education, implementation of curriculum reform, provision of supporting services for students and teachers, professional literature, school libraries and ICT equipment. On the other hand, legislation in pre-university education is characterised by lack of coherence, conflicts of primary legislation with the secondary legislation, and between sub-legal acts themselves. The implementation of the activity of reviewing the funding formula for the pre-university education to address different aspects of schools to improve the quality in education, is an indispensable process, therefore the MEST should comply with all the obligations coming from this activity and the expected result 2.3. *Implement a functional mechanism for pre-university education funding that contributes to school development.* In addition, the MEST should take all necessary actions to review the primary legislation in pre-university education and continuously review and amend the secondary legislation, so that legal ambiguities are removed, coherence ensured, the decentralisation process, roles and responsibilities clarified, to ensure transparency, responsibility and accountability from the central level to the school level. Part of pre-university education legislation review should be also the establishment of school supporting mechanisms and school autonomy strengthening

MANAGEMENT OF SCHOOL INFRASTRUCTURE. Spending in pre-university education for capital investment was continuously reduced since 2012. On the other hand, a considerable number of schools in rural areas have remained with a low number of students due to the decline in birth rate, migration abroad and movement of population towards urban areas within Kosovo. Lacking a strategy to manage the situation created, Kosovo continues to face two major problems: retention of schools with no students and building of kindergartens and new schools in urban areas, for which there is no budget and public locations. On the other hand, school infrastructure with adequate spaces for all students is one of the main factors contributing to a higher participation in education and quality education. School infrastructure management implies the adequate use of existing infrastructure capacities as well. This raises the need for the MEST to draft an investment plan for school spaces for a period 3-5 years, and a plan to create safe environments at schools and quality management of existing infrastructure. .

QUALITY ASSURANCE



2.3.SO3: Quality Assurance

The quality assurance regulatory framework is completed and defines: (i) the new role of schools; (ii) key expectations from each school; (iii) how to manage quality development; (iv) procedures and instruments to collect and process the data; and (v) setting the objectives for quality assurance based on these data.

As foreseen in the KESP action plan, external assessment of schools started in 2017, but its implementation is not in line with the plan. The first external assessment cycle for all schools is foreseen to be completed in the end of 2021, whereas until June 2019, external assessment was done in 42 schools only⁹⁸ (less than 4% of pre-university education institutions). The Regulation on the Education Inspectorate that foresees the appointment of inspectors for the assessment of school performance and teacher performance in line with the new function of this institution is yet to be approved. Currently, all pedagogical-professional inspectors cover both external school performance assessment and teacher performance assessment. If we take into account the low number of pedagogical inspectors to accomplish the new functions, and the inability to engage external experts to perform school performance external assessment (SPEA), the reasons for delays in completing this cycle of assessment are evident.

Challenges encountered in the first self-assessment experiences are also an indicator that a major part of schools are not yet ready to accomplish this process in line with the requirements and expectations defined, because this process has not been taken seriously and has not been treated with priority neither by schools, nor the MED or MEST.

On the other hand, to assure quality, as part of Strategic Objective SO 3: Development of a functional quality assurance system, in compliance with international standards, five (5) expected results are foreseen in the KESP 2017 - 2021:

- 3.1 *Effective quality assurance mechanisms in pre-university education in Kosovo based on the division of powers between MEST, MEDs and schools are in place by 2020;*
- 3.2 *All schools and municipalities draft and interrelate their development plans in accordance with the applicable legislation and education development strategy;*
- 3.3 *There are quality assurance capacities established by 2020 at the central, municipal, and school level;*
- 3.4 *Professionals, policy-makers, parents and the general public have sufficient information on quality assurance in pre-university education;*
- 3.5 *Increased reliability of the national test results and their use for policy-making, alongside international test results.*

98 -In 2017, through the KEC/ASSET project from the USAID, four programs were drafted, piloted and accredited to help in KKK implementation, namely KBs in Gymnasiums: Project based learning (integrated learning); Technical clubs (related to ICT); Career counselling and orientation (based on the expected results from the curriculum area Life and Work); Entrepreneurship and finance education (based on RM from the curriculum area Life and Work); Learning assessment (formative assessment), contextualised for gymnasiums.

-In 2018, GIZ financed CDBE project contributed in drafting two training programs, including one program for capacity building of Professional departments and one program for natural sciences. Both programs were developed based on two researches carried out to identify the needs for TPD.

-Whereas, in 2019, EU financed project 'Teacher Professional Development' contributed in developing two training programs, including a training program on curriculum implementation in primary education (based on specific needs for TPD, identified in the research carried out with teachers in 50 schools) and one training program for school based mentors for TPD.

2.3.1. Quality Assurance Mechanisms

The legal framework for quality assurance in educational institutions was completed in 2018, including the AI 24/2016 on Quality Assurance in Pre-university education⁹⁹, AI 04/2017 on Performance Assessment in Educational Institutions¹⁰⁰ and the Law on Education Inspectorate in the Republic of Kosovo (Law No. 06/L-04)¹⁰¹.

The AI 24/2016 on Quality Assurance in Pre-university Education defines the mechanisms and procedures for quality assurance, responsible staff and their respective duties, workload and procedures on planning and reporting about activities for quality assurance.

According to the Administrative Instruction 04/2017 on Performance Assessment in Educational Institutions, school performance assessment is mandatory for all schools in the Republic of Kosovo. The system of school performance assessment consists of internal assessment/self-assessment, carried out by schools through its mechanisms, whereas the external assessment, based on legal provisions, has to be carried out by the Education Inspectorate.¹⁰²

As foreseen in the action plan, quality assurance manual was drafted and published in January 2017¹⁰³. The aim of this manual is to support schools in properly approaching quality assurance in school, namely to support school leaders, quality coordinators, teachers and all other stakeholders involved in accomplishing specific tasks related to this field. In addition, the manual contains instructions in relation to quality assurance process in schools, and it describes the roles and responsibilities of different stakeholders for quality assurance.

Despite these developments, the initial phase of legal framework implementation faced many challenges, such as appointment of quality coordinators at school and municipal level and their capacity building. The functionalisation of school performance internal assessment teams at school level and internal assessment (during the pilot phase) also is characterised by many challenges¹⁰⁴.

The process of consolidation of quality assurance mechanisms at school level is not finalised yet. In 2018, the number of Coordinators for Quality Assurance at school level doubled, from 336 schools in 2017 to 645 schools in 2018¹⁰⁵. One of the challenges faced by quality coordinators at school level is the limited time to accomplish their function and lack of support from the quality coordinator in the MED (due to their work

99 Administrative Instruction No. 24/2016 on Quality Assurance in Pre-university education. MEST (2016).

100 Administrative Instruction No. 04/2017 on Performance Assessment in Educational Institutions. MEST (2017).

101 The Assembly of the Republic of Kosovo. (2018). The Law on Education Inspectorate in the Republic of Kosovo. Law No. 06/L-04. Official Gazette of the Republic of Kosovo / No. 13 / 10 August 2018, Prishtina.

102 Quality Assurance process in Educational and Vocational Education and Training Institutions in Kosovo started earlier, namely after the National Qualifications Authority was established (2011) and responsibilities defined for the internal and external quality assurance authority of AVETAE. Quality Assurance of IAAP assessment is carried out by the NAQ based on the Law on National Qualifications (Article 18, Quality Assurance in education and vocational training, 2013). The research "Quality assurance and improvement in Education and Vocational Education and Training institutions in Kosovo", focused on the impact of internal self-assessment of institution/school in quality assurance and improvement indicates that education and vocational training institutions are facing challenges regarding the self-assessment process, such as misunderstandings about the process and its importance in improving and advancing the school performance (Zylfiu, 2017). In addition, research findings indicate that there is a lack of school support during the self-assessment process in terms of monitoring and mentoring the process, organizing trainings on self-assessment implementation, integrating findings in school development planning, etc.

103 This process was supported by the EU financed Twinning Project.

104 First experiences in school performance assessment in Kosovo. KPI, 2018. <http://ipkmasht.rks-gov.net/ep-content/uploads/2015/11/Raporti-Pervojat-e-para-ne-vleresimin-e-performances-se-shkolles.pdf>

105 Annual Evaluation Report of Kosovo Education Strategic Plan 2018. Mest, 2019.

overload). In most of the cases, the communication is reduced to exchange of information/requirements from the MEST. Another concern for quality coordinators in schools is the lack of working conditions (office and necessary equipment). Moreover, in schools where the self-assessment process started, the members of Self-Assessment Teams (SAT) often do not fulfil their obligations, passing their burden to quality coordinators¹⁰⁶. The study of first experiences of schools in Kosovo in performing their internal assessment, carried out by the KPI in 2018, indicates that the process of internal assessment in schools highlights two priority needs: firstly, the quality of information provided to school stakeholders about the self-assessment process should be improved and, secondly, their wider inclusion in processes developed in school. The report also emphasizes that self-assessment reports are characterised by a negligence of requirements, which are clearly elaborated in the Internal School Assessment Guideline. This approach hinders the progress towards quality self-assessment processes in respective schools and actions for improvement in school development plans, namely annual action plans. Problems encountered in the application of self-assessment based on the basic steps foreseen, including the drafting of self-assessment summary report, prove that the SAT capacities and responsible persons to lead the process, including Quality Coordinators, are not at the level required for the challenge of school performance quality assurance.

The MEST reports that Quality Coordinators have been appointed in the majority of municipalities¹⁰⁷. The AI 24/2016 does not define the process of appointing Quality Coordinators in the MED and, consequently, this position (despite its importance) in no case is a separate position. Quality Coordinator tasks are usually transferred to primary and lower secondary education/upper secondary education/higher education officials. Work overload of respective officials with other administrative and professional functions creates difficulties for them to fulfil their function as Quality Coordinators¹⁰⁸.

In regards to the mechanisms for school external assessment, with the Law on Education Inspectorate in the Republic of Kosovo (LAW No. 06/L -04), the Education Inspectorate consists of the Administrative Inspectorate and Pedagogical Inspectorate. Pedagogical inspectors are responsible for quality control and external assessment in educational institutions of level SNKA 0-4¹⁰⁹, including performance assessment of teachers, school directors and performance assessment of schools.

Until June 2019, external assessment of school performance was carried out in 42 schools. This is less than 4% of educational institutions, whereas, with the KESP action plan, the process is planned to be carried out for all the schools until the end of 2021.

The summary report with the findings from the schools undergoing external assessment was not prepared from the Education Inspectorate in 2018. The external assessment report for individual schools was shared with the MEDs, because school coverage at municipal level was insignificant to draft a summary report at municipal level. In general, the level of interest of MEDs for external assessment of schools is low. This is reflected in their absence in informative sessions organised by EI with the schools prior to external assessment, and meetings organised by the EI to present and discuss the preliminary findings¹¹⁰. There is a tendency noted with the schools to use the findings and recommendations from the external assessment in their development plans.

106 Ibid.

107 Interview with Alush Istogu, Director of DDPUE-MEST, 15.10.2019

108 Challenges in implementing the curriculum reform in pre-university education in Kosovo, KEEN, 2018. http://keen-ks.net/site/assets/files/1444/sfidat_e_zbatimit_te_reformes_kurrikulare_alb-1.pdf

109 The Assembly of the Republic of Kosovo. (2018). The Law on Education Inspectorate in the Republic of Kosovo. Law No. 06/L -04. Official Gazette of the Republic of Kosovo / No. 13 / 10 August 2018, Prishtina.

110 Interview with Preng Gashi, Education Inspector, 30.09.2019

2.3.2.School and municipal development planning

The Administrative Instruction 23/2016 on School Development Plan and Municipal Development Plan¹¹¹ defines the formal content, structure, bearers, criteria and procedures to draft a development plan for pre-university education institutions, responsibilities, and procedures to draft the municipal development plan. As per this AI, 31 of March is the deadline for drafting/reviewing school development plans.

As foreseen in the action plan for 2017, the roadmap “School Development Plan and Project Management” (Module 4) has been reviewed¹¹². The roadmap reviewed is used by schools to draft their development plan and is in compliance with the AI 23/2016.

In 2018, development planning was done in 140 schools¹¹³, whereas for 2019 no data were available. In regards to SDP implementation monitoring, lacking a framework document that defines the process and the role of respective institutions, no systematic and continuing process of school monitoring and support in implementing SDPs was evidenced. Over the period 2017-2018, as part of the CDBE project, financed by GIZ, the MEDs in six municipalities (Kaçanik, Klina, Prizren, Gjilan, Prishtina and Fushë Kosova) were supported to assess and monitor the implementation of development plans in 116 schools.

At municipal level, in 2017, development plans were drafted in 13 municipalities¹¹⁴. These plans reflect the municipal development needs in education and are in line with the KESP¹¹⁵. The harmonisation of municipal plans with school plans as per areas of quality, through integrated planning, is not a consolidated practice yet. Municipalities that have benefited from the support offered by GIZ and EU financed projects are an exception¹¹⁶. According to the KESP implementation evaluation report in 2017, a small number of municipalities have strengthened their integrated planning approach, although they were informed about it. In general, it was noticed that the cooperation MEST – MED – School is not sufficient in the vast majority of municipalities¹¹⁷. The situation remains similar at the time this midterm evaluation is carried out.

With the purpose of exchanging practices in regards to school and municipal development planning, in June 2017, a two-day conference was organised, with the participation of 69 first schools included in school performance assessment program and other stakeholders at central and local level. The main topic of this conference was the implementation of quality assurance cycle, with a focus on the use of internal assessment/self-assessment results to review/draft school development plans and annual plan/action plans¹¹⁸.

111 AI 23/2016 on School Development Plan and Municipal Education Development Plan. MEST, 2016.

112 This activity was implemented with the support of CDBE project, financed by GIZ

113 As part of ESIP project, implemented by the MEST and financed by a loan from the World Bank, under the component 1.3 - School Development Grants

114 The European Union funded project - KEEN has helped in drafting 5-year development plans in seven municipalities of Kosovo: Prishtina, Prizren, Gjilan, Ferizaj, Gjakova, Mitrovica, Peja, Suhareka and Dragash. Whereas, the GIZ CDBE has supported the drafting of municipal development plans in Kaçanik, Klina, Gjilan and Fushë-Kosova.

115 Implementation of Kosovo Education Strategic Plan in 2017, pg. 45. KEEN. December, 2017 http://www.keen-ks.net/site/assets/files/1345/raporti_i_vleresimit_psak_alb-2.pdf

116 In the municipalities: Klina, Gjilan, Fushe Kosova and Kacanik, this project has been supported from the CDBE project financed by the GIZ, whereas in the municipalities: Prishtina, Prizren, Gjilan, Ferizaj, Gjakova, Mitrovica, Peja, Suhareka and Dragash this process has been supported from the KEEN project, financed by the EU.

117 Implementation of Kosovo Education Strategic Plan in 2017, pg. 45. KEEN. December, 2017 http://www.keen-ks.net/site/assets/files/1345/raporti_i_vleresimit_psak_alb-2.pdf

118 The conference was organised with the support of “KulturKontakt Austria”

Constant identification of best practices and their publication in the quality assurance portal was planned to start in 2017, but it has not started yet. The process is not possible without a functional mechanism in place to monitor the drafting and implementation of development plans. Similarly, the development of quality assurance portal planned in 2017 is not implemented yet.

2.3.3. Capacity Building for Quality Assurance

In regards to Education Inspectorate's capacity building, no progress was noted during the period 2017-2019. After the training program on school external performance assessment delivered in 2016¹¹⁹, no activities have been implemented to supervise the quality of these assessments and to identify the needs for EI's capacity building.¹²⁰

The Manual for school departments with a focus on quality development has been drafted and with the support from the CDBE project financed by GIZ, 100 teachers from 10 schools in three municipalities (Gjilan, Prishtina and Prizren) have been trained. Other data related to the use and dissemination of the Manual at country level are not available.

School capacity building in managing quality started in 2016, following the approval of Quality Assurance Framework in the Pre-university Education Institutions in Kosovo. Until the end of 2017, trainings on quality management were delivered for 218 schools,¹²¹ and in 2018 for 150 other schools.¹²² Data on the trainings delivered in 2019 are not available.

In regards to capacity building of school representatives for development planning, in 2017, the KEC as part of the ESIP project, financed by the World Bank, has offered a three-day training program on drafting School Development Plans for 280 representatives of beneficiary schools of the ESIP project (2 representatives from 140 schools), whereas 20 competitive schools in this project attended one-day informative meetings. The same schools have been supported also in the process of drafting and updating their development plans. However, these developments are far from expectations defined in the KESP¹²³, therefore a higher engagement is needed and the MEST should take the leading role in building the capacities of municipalities and schools for development planning. In regards to the establishment of the Curriculum, Assessment and Standards Agency, no progress has been reported.

119 The basic training on school external performance assessment for 20 Education inspectors, has been offered by the KPI, as part of the project 'Quality assurance of school performance in Kosovo', financed by the UNICEF. The Guideline on school external performance assessment has been drafted also as part of this support. The rest of Education inspectors was included in the training program offered by the "KulturKontakt Austria", in 2016.

120 Interview with Prenk Gashi, Education Inspector, 30.09.2019

121 Trainings on internal school performance assessment have been offered by the KPI, as part of the project 'Quality Assurance of School Performance in Kosovo', financed by UNICEF; trainings with a focus on the use of results from the internal assessment to update/draft the school development plan and annual plan/action plan have been offered by Kosovo Education Center (KEC), with the support of "KulturKontakt Austria"

122 Workshops have been organised by the MEST with the support of "KulturKontakt Austria".

123 To the end of 2021, the objective is to train 3000 employees of educational institutions and MEDs.

2.3.4. Raising awareness on quality assurance

In June 2018, the KPI and the MEST organised a conference, presenting the report “*First experiences in school performance assessment in Kosovo*”. The conference purpose was to inform stakeholders about the first experiences in regards to internal school performance assessment in Kosovo, similarities and differences between policies, procedures and approaches towards school performance assessment in Kosovo and other EU countries, and to enable the exchange of experiences between representatives of educational institutions in Kosovo, playing a role and having responsibilities in assuring quality in pre-university institutions¹²⁴. However, lessons learned and recommendations offered as part of the study have not been used during the process of establishing and consolidating quality assurance system¹²⁵.

Other developments in relation to the identification of success stories and lessons learned during the process of consolidation of quality assurance system have not been reported.

2.3.5. Reliability of external tests and the use of results for policy-making

The result of national tests, which are implemented within the education system in Kosovo, may serve as a reflection of quality level in pre-university education, provided that the result is reliable and is based on students’ knowledge and competences. Therefore, as foreseen by the KESP Action Plan, in 2017, the new roadmap was drafted about the administration and monitoring of tests. However, with respect to capacity building for administrators and staff to monitor the tests, so far only two-hour informative sessions for administrators have been organised.

In 2018, the process of drafting and implementing new logistic procedures and safety measures started to improve test administration and reduce the negligence. At the time, DCSV staff and their associates were trained on the principles of analysis and statistical reporting with a special emphasis in question calibration. In efforts to improve the process of student external assessment, technical support was offered in test development and question piloting for a national assessment in the 12th grade, using IRT and comprehensive reporting procedures. This will include classical analysis and IRT, and recommendations to be reported to policy-makers and other stakeholders¹²⁶.

Currently, the school report card is being piloted, whereas the full implementation of the IRT based software for national tests reporting is expected in 2021.

The organisation of assessment per curriculum stage continues to be a challenge for DCSV and schools, whereas the approach applied is not in line with the Curriculum Framework for Pre-university Education in Kosovo.

124 Conference organised as part of the project ‘Quality Assurance of School Performance in Kosovo’, financed by the UNICEF;

125 First experiences in school performance assessment in Kosovo, pg. 156-157. KPI, 2016. <http://ipkmasht.rks-gov.net/ep-content/uploads/2015/11/Raporti-Pervojat-e-para-ne-vleresimin-e-performances-se-shkolles.pdf>

126 These processes are being supported from the ESIP project, financed by the loan from the World Bank

With regard to the use of international assessments, following the publication of PISA test results for 2015¹²⁷, the MEST established a working group to analyse the causes of poor results and to make the changes necessary in the education system¹²⁸. This step produced no results in 2017 since no budget was provided for the research proposed by the Working Group. The report was drafted in 2018¹²⁹ and provides recommendations on improvement of the situation in education system, highlighting the need to improve the reading skills.

The MEST supported the organisation of international PISA test also during the year 2018. This is the second time students of Kosovo participate in this international test. Final results will be published in December 2019. At the same time, the MEST piloted the TIMSS international test with 1200 participants of 4th grade. The test was implemented in full in April 2019, whereas results are expected in 2020.

The analysis and use of results of external assessments for policy-making to advance quality in education remains one of the weakest points of quality assurance system.

127 The report was drafted by the DVSM-MEST, with the support of the CDBE project, financed by GIZ

128 Implementation of Kosovo Education Strategic Plan in 2017, pg. 45. KEEN. December, 2017 http://www.keen-ks.net/site/assets/files/1345/raporti_i_vleresimit_psak_alb-2.pdf

129 The report was prepared with the support of ESIP project, financed by the World Bank

2.3.6 Activity Implementation Matrix - Quality Assurance

Strategic Objective SO3: Developing a functioning quality assurance system, in accordance with international standards

Result 3.1. Effective quality assurance mechanisms in pre-university education in Kosovo based on the division of powers between MEST, MEDs and schools are in place by 2020

Activities	Scheduled time	Implementation period	Clarification
3.1.1. Establishing an efficient school performance assessment system	2017-2021	2018-	Legal framework was completed in 2018, when the process of school external assessment started to be carried out by EI. However, there is stagnation evidenced in building and making the system functional at both school level and EI level. The ESA is not in line with the timeline foreseen with the KESP action plan ¹³⁰ .
3.1.2. Applying education quality management cycle	2017-2021	2017-	The Manual for quality management cycle was drafted and used for capacity building of QCs in some of the schools. There is no evidence of its application at country level.
3.1.3. Empowering school bodies (departments and councils) to perform their function in quality assurance	2017-2019 ¹³¹	2017-	The appointment of QCs in schools started in line with the plan and is finalised in the majority of schools. In regards to the empowerment of school bodies for quality assurance, no progress was evidenced.
3.1.4. Defining the MEDs role in QA and setting up relevant QA structures in MEDs.	2017-2021	2017-	QC appointment is finalised in most of municipalities. However, the overload of respective officials with other administrative and professional functions makes it difficult for them to fulfil their function as quality coordinators.

¹³⁰ Until June 2019, the external school performance assessment has been carried out in 42 schools. This represents less than 4% of educational institutions, whereas according to the KESP action, the process will be finalised in all schools to the end of 2021.

¹³¹ QC appointment in 1,100 schools

3.1.5. Inspectorate's functioning in legal-administrative and pedagogical-professional aspect	2017-2018	2018	The Law on Education Inspectorate in the Republic of Kosovo was approved in 2018. The Regulation on EI has been drafted, but not approved yet. The fulfilment of EI functions is hindered by delays in completing the framework and the inability to engage external associates for ESA and TPA.
3.1.6. Effective use of data from education monitoring on quality assurance on all levels and in all languages of instruction	2017-2021	-	No evidence exists.

Result 3.2. All schools and municipalities draft and interrelate their development plans in accordance with the applicable legislation and education development strategy

Activities	Scheduled time	Implementation period	Clarification
3.2.1. Reviewing procedures and instruments for development planning	2017	2017	Regulatory framework, defining procedures and instruments for development planning, was finalised on time.
3.2.2. Monitoring the implementation of school development plans	2017-2021	-	The Framework for the Monitoring of School Development Plans is not drafted/approved. Consequently, the monitoring mechanism is not clearly defined. In the MEST, there are no responsible officials to support, coordinate and monitor the implementation of development plans at municipal and school level.
3.2.3. Harmonisation of municipal plans with school plans as per quality areas, through integrated planning	2017-2021	-	Lacking a monitoring mechanism, the MEST has no data in regards to the process of development planning at school and municipal level.
3.2.4. Encouraging the exchange of best practices	2017-2021	-	No consolidated process of identification and exchange of best experiences at county level has been evidenced.

Result 3.3: There are quality assurance capacities at central, municipal, and school level established by 2020

Activities	Scheduled time	Implementation period	Clarification
3.3.1. Building the capacities of Inspectorate for their new responsibilities	2017-2019	-	Except for the Guideline on External School Performance Assessment and trainings organised in 2016, during the period 2017-2019 no progress has been evidenced.
3.3.2. Developing a School Departments Manual with clear focus on quality development	2017-2018	2017	The School departments manual was drafted, but there are no data about its use and dissemination at country level (apart from 10 schools, part of the GIZ CDBE project)
3.3.3. Training of MED staff, school directors and school staff responsible for quality management	2017-2019	2017-	The process started on time, but is has not been finalised yet.
3.3.4. Provision of assistance to professional groups at the municipal level	2017-2018	2017-	Professional groups at the municipal level to assist schools in quality assurance are not established yet in all municipalities. The schools report for a lack of support in this regard.
3.3.5. Training of school and municipal representatives on development planning	2017-2019	2017-	The process started on time, but is has not been finalised yet.
3.3.6. Establishing a Curriculum, Assessment and Standards Agency (CASA) in accordance with the Law on Pre-University Education	2017	-	No progress has been evidenced in this regard.

Result 3.4: Professionals, policy-makers, parents and the general public have sufficient information on quality assurance in pre-university education

Activities	Scheduled time	Implementation period	Clarification
3.4.1. National test results reporting system is developed	2017-2018	2019	Currently, the school report card is being piloted, whereas full implementation of IRT based system for reporting national tests is expected in 2021.
3.4.2 Promoting success and rewarding achievements	2017-2021	-	No developments in this regard.

3.4.3. Informing parents on different aspects of the curriculum and quality assurance	2017	-	Although according to the KESP this activity is the obligation of the MEST, it is considered an obligation of schools. Special instructions for schools in regards to this issue are included in the 'Guideline for leading the implementation of curriculum in schools' ¹³² .
3.4.4. Promoting public debate regarding education quality.	2017-2021	-	No developments in this regard.
3.4.5. Creating a quality assurance web portal	2017	-	Not yet developed.

Result 3.5: Increased reliability of the national test results and their use for policy-making, alongside international test results

Activities	Scheduled time	Implementation period	Clarification
3.5.1. Reviewing Test Administration and Monitoring Guideline	2017	2017	The Guideline has been reviewed.
3.5.2. Training of test administrators and observers	2017-2018	-	Only informative sessions were offered about test administration and monitoring procedures.
3.5.3. Proper test management and transparency	2017-2021	2018-	Drafting and implementation of new logistic procedures and safety measures to improve the administration of exams and reduce negligence.
3.5.4. Creating a question bank with full question characteristics.	2017-2019	2018-	Not yet finalised.
3.5.5. Test results analysis	2017-2021	2019	Currently, the school report card is being piloted, whereas full implementation of national test reporting IRT based software is expected in 2021.

¹³² Guidelines on leading curriculum implementation in schools. KPI, 2016. <http://ipkmasht.rks-gov.net/ep-content/uploads/2017/03/Udhezuesi-per-zbatim-te-kurrikules1.pdf>

2.3.7 The progress achieved against defined indicators

SO3 Quality Assurance: Developing a functional quality assurance system, in compliance with international standards

Indicators to measure the achievement of the objective	Basis	Target	Achievement	Clarification
Percentage of educational institutions that have undergone external assessment	2 vocational schools ¹³³	100%	3.8% 42 educational institutions	
Percentage of educational institutions that have appointed quality coordinators	69 vocational schools ¹³⁴	100%	50%	Precise data are missing.
Number of municipalities that have professional groups established to support educational institutions	0 ¹³⁵	36	20 ¹³⁶	Data from organisations that have supported the process in respective municipalities
Number of municipalities that have drafted education development plans	6 municipalities have drafted education development plan ¹³⁷ ; 22 municipalities have drafted professional development plans ¹³⁸	36	13	Data from organisations that have supported this process in respective municipalities
Number of staff members from educational institutions and MEDs trained on quality assurance	375 employees from vocational schools included in NAQ training ¹³⁹ ; trained by the Twinning project ¹⁴⁰	3,300	368 schools	Data from the organisations that have supported this process in respective schools

133 According to the NAQ, 2 vocational schools have been accredited, information provided on 13 May 2016.

134 According to the NAQ, all vocational schools have Quality Coordinators appointed, information provided on 13 May 2016.

135 Information provided on 15 May 2016, from the MEST Division for Curriculum.

136 This is the number of TPD professional teams, but there is no data whether these teams have supported schools in quality management.

137 Information provided on 13 May 2016, by GIZ CDBE.

138 Information provided on 13 May 2016, by USAID BEP.

139 The NAQ organizes seminars on Quality Assurance twice a year, for school managers and quality assurance coordinators (information provided on 13 May 2016)

140 Action Plan on the implementation of Quality Assurance Strategy in 2016 (a contribution of Twinning project).

SO3 Quality Assurance: Developing a functional quality assurance system, in compliance with international standards

Indicators to measure the achievement of the objective	Basis	Target	Achievement	Clarification
Number of clicks on quality assurance portal		50,000/year	-	The portal has not been developed
Number of trained administrators and supervisors		2,000 administrators and 600 supervisors	0	Informative sessions only were provided about the procedures
Number of questions/requests in the Question Bank		5000	-	The portal has not been developed

2.3.8. Conclusions and Recommendations - Quality Assurance

A MORE DYNAMIC EXTERNAL SCHOOL ASSESSMENT PROCESS in the two coming years is necessary, since it would help in evidencing the current state of education system and identifying the measures necessary to be undertaken by the MEST, MEDs and schools to ensure the essential conditions to implement the new curriculum and quality assurance¹⁴¹. Based on this, an operative plan can be prepared to improve the quality by implementing all elements of curricular reforms, ensuring a reasonable and based dynamism in implementation, support, supervision and accountability.

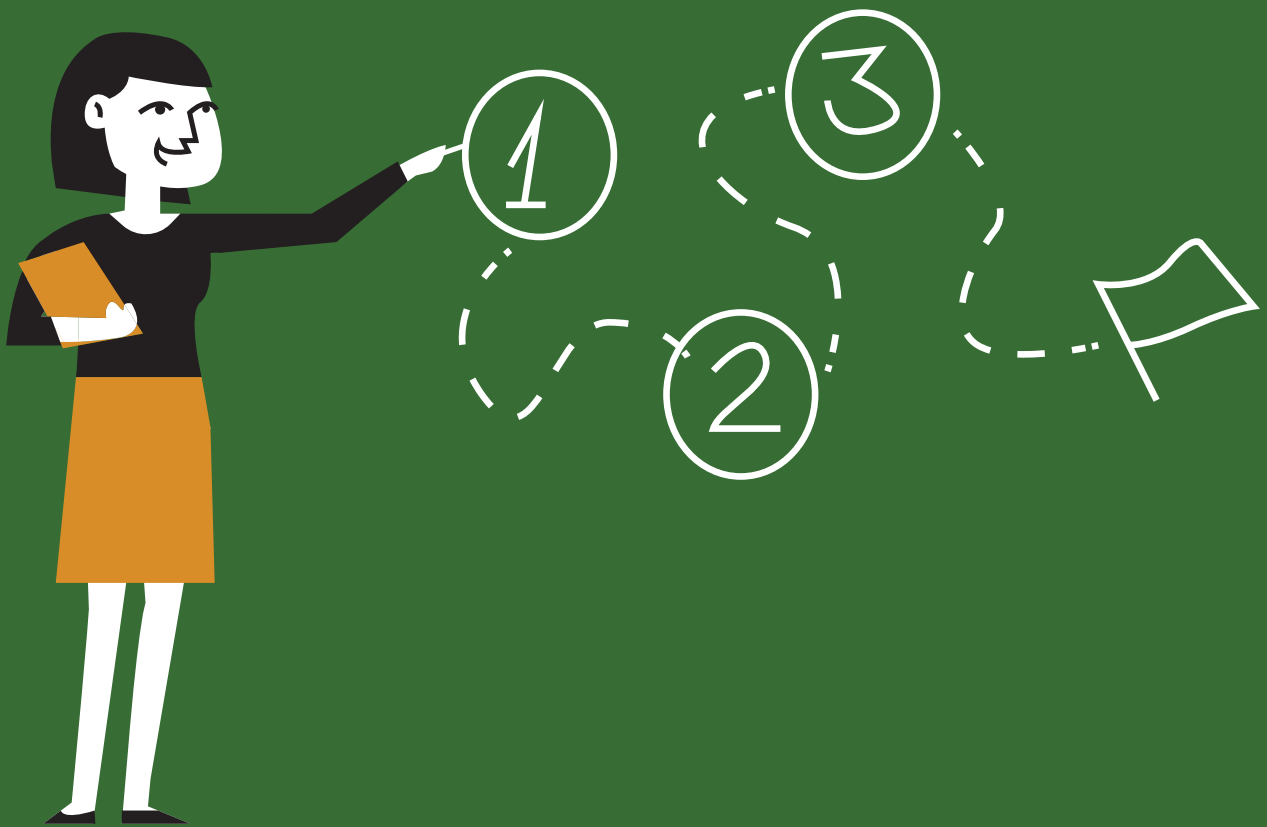
Having in mind that self-assessment process is a new experience for schools in Kosovo, the application of this new system in education needs support, synergy and institutional commitment at all levels to make it a responsible and accountable process, part of school culture, used by school to exercise its responsibilities for the quality of services offered for students and their learning¹⁴². In this context, the consolidation of mechanisms for quality assurance at all levels is indispensable, including the supervision and provision of support needed until the system is fully functional.

Student assessment process at curriculum stage level initiated should be revised in the light of APU Curriculum Framework requirements in Kosovo.

¹⁴¹ This undertaking would help in processing school performance assessment mechanisms and instruments, building capacities necessary for the system to be sustainable and providing schools with a verified package of instruments necessary for internal assessments to be carried out annually.

¹⁴² First experiences in school performance assessment in Kosovo, pg. 156-157. KPI, 2016. <http://ipkmasht.rks-gov.net/ep-content/uploads/2015/11/Raporti-Pervojat-e-para-ne-vleresimin-e-performances-se-shkolles.pdf>

TEACHER DEVELOPMENT



2.4.SO4: Teacher Development

In 2017, the MEST drafted the legal package, which largely defines teacher professional development process. Despite the fact that legal acts and policies drafted/reviewed and approved to regulate teacher professional development are considered the most highlighted progress in this area, still the legal package has not been completed as planned. The aspects not regulated include:

- Induction training in teaching (AI on Induction in profession, AI on State Exam and respective manuals on their implementation)¹⁴³,
- School based professional development, and
- Teacher professional development funding

Teacher performance assessment process development is not in line with the KESP action plan. Until June 2019, around 2% of teachers have undergone TPA (compared to 60% planned for the period 2017-2019, or 20% per year)¹⁴⁴. Some of the factors that contributed to this dynamics include:

- Delays in approving the Law on Education Inspectorate, and consequently delays in issuing the AI on Teacher Performance Assessment resulted in a process that started one year and a half after its scheduled time;
- The low number of education inspectors and inability to engage external evaluators¹⁴⁵;
- The geographical distribution of teachers fulfilling re-licensing criteria, respectively performance assessment by EL.

Despite the fact that the Strategic Framework for In-career teacher development presents a coherent plan for teachers' development and has prioritised a number of actions that could have been taken during the period 2017 - 2021, the initial process of implementation is characterised by many delays and challenges in undertaking the measures to implement the teacher licensing system and teacher professional development. The main challenges are related to lack of definition of existing training programs by career stages, development of induction phase in teaching profession and regulation of school based professional development¹⁴⁶. This is considered to result from the MEST lack in taking the leading role in the TPD process, delays in implementing the activities related to teacher professional development component in the ESIP project, MEST internal restructuring, but also due to lack of political will to fully implement the teacher licensing system¹⁴⁷.

143 This issue has not been foreseen in the KESP action plan, therefore it should be addressed when the KESP is revised

144 The Action Plan of Kosovo Education Strategic Plan 2017-2021. MEST, July 2016. <https://masht.rks-gov.net/uploads/2017/02/20161006-plani-i-veprimit.pdf>

145 Based on the AI, teachers with the grade 'advanced teacher' may be engaged as external evaluators, but the lack of training programs to fulfil the criteria for TPD resulted with no teacher being licensed for this grade.

146 Teacher professional development in Kosovo, KEEN, pg. 39. April, 2019. http://www.keen-ks.net/site/assets/files/1467/zhvillimi_profesional_i_mesimdhenesve_ne_kosove_alb-1.pdf

147 Teacher professional development in Kosovo, KEEN, pg. 39. April, 2019. http://www.keen-ks.net/site/assets/files/1467/zhvillimi_profesional_i_mesimdhenesve_ne_kosove_alb-1.pdf

As part of the objective of improving teaching quality, by creating opportunities for professional development, namely to fulfil the strategic objective SO4: Enhancing teaching quality through an effective and sustainable system for teacher professional development and preparation, there are four (4) expected results foreseen:

- 4.1. Sustainable teacher professional development system for the implementation of the education reform is developed;
- 4.2. Teacher performance assessment process is implemented;
- 4.3. Teacher licensing system becomes fully functional;
- 4.4. Quality preparation ensured for pre-service teachers.

2.4.1 Teacher Professional Development System

In 2017, the MEST drafted the legal package, which largely defines teacher professional development process. Three administrative instructions directly connected to teacher development were issued within a year: the AI 3/2017 for the State Council for Teachers Licensing (SCTL)¹⁴⁸, the AI 5/2017 on Licensing System and Development of Teachers in Career¹⁴⁹, the AI 6/2017 on Criteria and Procedures for the Approval of programs for teacher and educational workers professional development¹⁵⁰.

Teacher Professional Development Framework (TPDF)¹⁵¹ was adopted in April 2017, setting standards for teaching, including the preparation of pre-service teachers, induction stage and in-career development. In addition, the TPD Framework defines competencies required at different career stages and serves as an orientation to organise teachers' professional development in those stages. The profile of a teacher's competences consists of seven standards that define what a teacher should know and do. Whereas, standards are summarised in four groups: professional values, professional knowledge and understanding, professional practice and teaching, and professional commitment.

In the end of 2017, the MEST published the second edition of Training programs Catalogue, whereas in 2019, third edition was published. The last edition includes the bidders accredited and programs approved from 2010 until today. The first part includes programs of international and national organisations accredited and approved, but not published in the first and second edition. In addition, it includes programs approved in 2018-19. The second part of catalogue contains all the MEST data from 2010-2019, with a total of 314 programs, organisations and NGOs accredited and reaccredited by the MEST based on the AI 04/2010 or approved based on the AI 06/2017¹⁵².

Although the two Catalogue editions have been prepared after the Strategic Framework for teacher development in Kosovo approval (which provides an orientation for programs/areas of professional development for

148 AI 3/2017 for the State Council for Teachers Licensing. MEST, 2017. <http://masht.rks-gov.net/uploads/2017/08/3-2017-ua-per-keshil-lin-shteteror-per-licencim-te-mesimdhensesve.pdf>

149 AI 5/2017 on Licensing System and Development of Teachers in Career. MEST, 2017. <http://masht.rks-gov.net/uploads/2017/08/sistemimi-i-licencimit-dhe-zhvillimit-te-mesimdhensesve-ne-karriere.pdf>

150 AI 5/2017 on Licensing System and Development of Teachers in Career, AI 6/2017 on Criteria and Procedures for the Approval of programs for teacher and educational workers professional development. MEST, 2017. <http://masht.rks-gov.net/uploads/2017/08/6-2017-ua-per-kriteret-dhe-procedurat-e-aprovimit-te-programeve-per-zhvillim-profesional-te-mesimdhensesve-dhe-punonjiesve-arsimor-rotated.pdf>

151 Framework for Teacher Professional Development. MEST, 2017. <http://masht.rks-gov.net/uploads/2017/04/kornize-strategjike.pdf>

152 The catalogue of programs accredited and approved for teacher and educational leaders professional development. MEST, 2019. <https://masht.rks-gov.net/uploads/2019/07/katalogu-i-programeve-te-akredituara-dhe-te-aprovuara-per-zhvillim-profesional-te-mesimdhensesve-dhe-udheheqesve-te-arsimit-edicioni-i-trete-1.pdf>

each career stage for the teachers and training bidders to focus on), yet the priority programs to be offered to teachers with the support of the MEST and/or partners supporting education have not been defined. In addition, programs have not been evaluated based on professional development in every stage of in-career development, namely classified in training programs as per four types of licenses defined with the teacher licensing system¹⁵³. This situation has created challenges and issues in the beginning of the process of teacher performance assessment, and consequently the process started only with teachers fulfilling the requirements of professional development for the licence - In career teacher. The last paragraph of the second catalogue edition clearly states that the catalogue should be drafted continually and in line with the needs and requirements of teachers for programs that improve the quality of teaching and learning¹⁵⁴. However, the process of teacher needs identification is not possible without the approval of the AI on school based teacher professional development.

In regards to mechanisms built at school level to identify the needs for TPD, no progress was achieved until 2019, although this activity was foreseen to be implemented in 2017. Following the entry into force of the AI No. 06/2017 on Criteria and procedures for the approval of programs for teacher and educational workers professional development, the instruments for programs and the training tenderers application and assessment have been revised. The requirement to provide a description of experience in developing training programs connects the aspects related to program development based on teacher needs. However, this is not an assurance that teachers are included in training programs subject to their needs. According to the findings from the research on Teacher professional development in Kosovo, carried out in the first part of 2019, training tenderers perform needs analysis based on their projects¹⁵⁵, but there is no well-managed system at central level to prepare training programs based on teacher needs. There are also analyses that indicate that training selection largely is not based in school-based evidences; instead, it depends on the MEST and MED officials' perception and priorities of donators¹⁵⁶.

In the first half of 2019, with the support of EU financed project Teacher Professional Development, the Framework for School based Teacher Professional Development was drafted. This document will be piloted from October 2019 to June 2020 in 50 schools (10 municipalities) and it is expected to be finalised and become official in the second part of 2020. In addition, a Guideline to establish mechanisms to identify the needs for SBTPD was drafted, and will be implemented during the same period (in the same schools and municipalities), planned to be finalised and become official in the end of 2020¹⁵⁷. Moreover, the MEDs in ten municipalities have been supported to create procedures for SBTPD mentor identification, including the criteria (standards) for mentor selection. This process is finished in 50 schools targeted by the Teacher Professional Development. Capacity building of mentors selected for SBTPD, including their role in identifying the needs for TPD at school level, is planned to take place from October 2019 - February 2020¹⁵⁸.

As for the TPD financing, yet there is no framework drafted to clearly define how a TPD sustainable financing

153 Teacher Professional Development in Kosovo, KEEN, pg. 43. April, 2019. http://www.keen-ks.net/site/assets/files/1467/zhvillimi_profesional_i_mesimdhemesve_ne_kosove_alb-1.pdf

154 Ibid.

155 For example, to identify TPD needs, in 2017, as part of the CDBE project, financed by GIZ, two researches were carried out to identify the needs for TPD in Maths and Sciences, whereas in the first part of 2019, a research was carried out as part of the EU financed project Teacher Professional Development.

156 Ibid.

157 As part of EU financed project 'Teacher Professional Development'.

158 As part of EU financed project 'Teacher Professional Development'.

could be achieved, which would enable the implementation of teacher licensing process. The AI 15/2013 on Financing Teacher Professional Development in Kosovo was not implemented, despite the fact that the Article 8 of this AI stipulates that the MEST and MEDs shall draft specific regulations and instructions on TPD financing. The drafting of these regulations was postponed due to a complex coordination between government institutions.

The MEST performs the budget planning annually, but there is no special plan for financing teacher professional development allocated for training providers and priority programs defined by the MEST. The whole budget is planned for the budget item, namely sub-program Teacher Training, including the whole teacher licensing system. Moreover, the budget planned for TPD is used also by other MEST divisions for activities not related to TPD.

The engagement of TPD expert team and their capacity building has been completed in 20 municipalities¹⁵⁹. However, a platform is needed and a direct support from the MEST in the process of establishing and coordinating these teams, so that they are operational and accomplish their role for TPD in all municipalities.

As part of EU financed project ‘Teacher Professional Development’, a training program consisting of five modules was developed (based on a research carried out previously to identify the needs for TPD), which for the period October 2019 - February 2020 will be delivered to 1,200 teachers of primary level, in cooperation with the MEDs in ten municipalities (18,000 hours of TPD). These training programs will be offered by the respective MED professional teams (trained previously), contributing also to MEDs mobilisation in supporting TPD (namely the activity 4.1.10 in the KESP).

13 professional development programs were accredited in 2017, 45 programs and 14 non-governmental organisations to implement training modules were accredited in 2018, whereas in 2019, 12 training programs and one organisation were approved¹⁶⁰. 4 other programs are being reviewed.

From 2017-2019, programs for TPD of non-educational profiles for vocational education were not accredited, creating a gap for TPD in this important part of education system.

In regards to the supervision and assessment of TPD programs implementation, the MEST has defined two requirements for training providers in the Application form for teacher and educational workers training programs, which to certain extent address the requirements for training programs quality assurance: (i) Training program quality assurance; and (ii) Training program scope¹⁶¹. The providers are expected to describe the

159 In 11 municipalities, the process has been supported by GIZ financed CDBE project, whereas in nine of them this process has been supported by the EU financed project Teacher Professional Development.

160 ● In 2017, through the KEC/ASSET project from the USAID, four programs were drafted, piloted and accredited to help in KKK implementation, namely KBs in Gymnasiums: Project based learning (integrated learning); Technical clubs (related to ICT); Career counselling and orientation (based on the expected results from the curriculum area Life and Work); Entrepreneurship and finance education (based on RM from the curriculum area Life and Work); Learning assessment (formative assessment), contextualised for gymnasiums.

● In 2018, GIZ financed CDBE project contributed in drafting two training programs, including one program for capacity building of Professional departments and one program for natural sciences. Both programs were developed based on two researches carried out to identify the needs for TPD.

● Whereas, in 2019, EU financed project ‘Teacher Professional Development’ contributed to develop two training programs, including a training program on curriculum implementation in primary education (based on specific needs for TPD, identified in the research carried out with teachers in 50 schools) and one training program for school based mentors for TPD.

161 For more information, refer to the Form published in: <https://masht.rks-gov.net/publikimet?page=2>

mentoring methodology, participant and trainer assessment and certification, monitoring methodology and training evaluation¹⁶², number of groups to be trained in the first stage, after the program approval and number of attendees in a group. This resulted in assessments of training programs and approvals taking place based on these requirements.

However, apart from Application forms and the evaluation of training program applications, the MEST has not developed any standard instruments for monitoring and external evaluation of training program implementation. Tens of providers offer training programs, whereas only few of them are monitored with the MEST mechanisms. Monitoring takes place through ad hoc visits by DTPD officials or education inspectors.

In regards to trainings offered, after the issuance of licences for in-career teachers, the database for individual TPD of teachers was not updated. Consequently, there is no database that provides a precise number of hours of trainings attended by teachers after their first career licensing, although all certificates for teacher training are signed by the MEST. Lacking a TPD database, no reports could ever be generated to enable a better planning to guide the inclusion of teachers in training programs and other TPD related analysis¹⁶³.

Based on the Evaluation report on the KESP for 2018, the rate of teacher inclusion in professional development is around 23.3% of total teachers. This rate is declining for around 15% compared to 2017.

In regards to TPD programs, in 2017, 2018 and 2019, the main focus of the MEST has been in training teachers to implement the new curriculum and the educational leadership program. According to the Division for Professional Development within the MEST, the number of teachers included in the training on new curriculum implementation was 9,300 in 2017, 5,054 in 2018, whereas in 2019 it was 2,300. The numbers include all teachers of pre-primary grade, grade 1, 6 and 10 (excluding vocational schools), based on the TPD cycle for new curriculum development. Until 2021, all teachers are planned to be trained for the implementation of the new curriculum. Development of portfolios based on training programs (from 2018) improved preparations to implement the curriculum in practice. In addition, physical and electronic files have been drafted and a closer cooperation has been promoted between schools, teachers and area coordinators. However, from teachers' perspective, the quality of trainings on new curriculum implementation declined compared to trainings offered during the new curriculum piloting phase¹⁶⁴.

The MEST offered also a program for educational leadership professional development during 2018, which is being implemented in 5 regions of Kosovo, with the participation of 30 teachers per region. Until October 2019, 190 teachers were certified and 160 other teachers are expected to be certified in leadership. 57 teachers of Bosnian community participated in this training program. 190 pedagogues engaged in early childhood education have been included in a retraining process.

162 With the GIZ financed CDBE project, three key instruments have been developed:

- Training observation Form,
- Training evaluation Form, and
- Lesson observation Form.

These instruments are used by organisations supporting trainings financially to monitor (and document) the quality of training implementation.

163 Teacher professional development in Kosovo, KEEN, pg. 47. April, 2019. http://www.keen-ks.net/site/assets/files/1467/zhvillimi_profesional_i_mesimdhenesve_ne_kosove_alb-1.pdf

164 Challenges of curriculum reform implementation in pre-university education in Kosovo, KEEN, p. 21. November, 2018 http://www.keen-ks.net/site/assets/files/1444/sfidat_e_zbatimit_te_reformes_kurrikulare_alb-1.pdf

In regards to trainings organised at municipal level, the MEDs (due to limited human and financial capacities) face difficulties in complying with their role for TPD, especially in defining priorities for TPD at municipal level, ensuring and allocating the budget for TPD, including school budget, and data management for the inclusion of teachers in trainings and other TPD activities¹⁶⁵.

In regards to trainings offered by donators, the MEST has no data about the number of teachers included. The data for this evaluation have been taken from contacting directly the external providers of TPD trainings¹⁶⁶. Although full data are missing, it can be concluded that there is a decline in TPD trainings offered. From 457,597 hours of TPD in 2017 to 357,590 hours in 2018 and 301,617 in 2019. Another concerning aspect to be further explored is the fact that, on one hand, there is a lack of offer for TPD to comply with the requirements foreseen with the Strategic Framework for Teacher Development (for their licensing or promotion), whereas on the other hand, training providers report a low interest on teachers' behalf to participate in TPD programs.

The following table includes the programs offered for TPD for the period 2017-2019, number of participants and number of hours of training attended for TPD during this period (from the MEST and training providers, who offered the data for this evaluation).

165 Teacher Professional Development in Kosovo, KEEN, pg. 60, 61. April, 2019. http://www.keen-ks.net/site/assets/files/1467/zhvillimi_profesional_i_mesimdhenesve_ne_kosove_alb-1.pdf

166 Of 8 training providers contacted, the data were received from 4 of them, namely: UTUESC, KEC, GIZ, KCIC.

Table 12. Programs offered for TPD for the period 2017-2019

No	Program		Number of training hours	Number of participants			Number of training hours provided for TPD		
				2017	2018	2019	2017	2018	2019
1	Training on the new curriculum	MEST	40	9,300			372,000	0	0
2	Training on the new curriculum	MEST	48		5,020	2,500	0	240,960	120,000
3	Training on Educational Leadership	MEST	147		57	350	0	8,379	51,450
4	Leadership and strategic planning	UTUESC	28		510	612	0	14,280	17,136
5	Social Dialogue	UTUESC	32	204	1,020	850	6,528	32,640	27,200
6	ICT	UTUESC	103			256	0	0	26,368
7	Media education	UTUESC	32			272	0	0	8,704
8	Albanian teaching	UTUESC	32			136	0	0	4,352
9	School project planning	KEC	16	278	0	0	4,448	0	0
10	Reading and Writing for Critical Thinking	KEC	120	74	0	0	8,880	0	0
11	Step by step (Basic training 3-6)	KEC	40	0	27	0	0	1,080	0
12	Step by step (Advanced training - first grade)	KEC	40	134	0	60	5,360	0	2,400
13	Education for social justice - Activities for adults and children	KEC	32	138	21	20	4,416	672	640
14	Problem based learning	KEC	8	0	44	0	0	352	0
15	Standards of learning facilitation of Basic Education program - facilitator	KEC	24	0	0	24	0	0	576

No	Program		Number of training hours	Number of participants			Number of training hours provided for TPD		
				2017	2018	2019	2017	2018	2019
16	Prevention and mediation of violence against peers	KEC	32	0	155	0	0	4,960	0
17	Kosovision Contest Teacher training	KEC	24	98	0	0	2,352	0	0
18	Kosovision Contest - Teacher training (Phase 2)	KEC	36	93	0	0	3,348	0	0
19	Training of trainers for adult learning	KEC	24	0	17	0	0	408	0
20	Step by Step - Competency based training for teachers who work with children aged 3-6 years	KEC	32	0	22	0	0	704	0
21	Education for Democracy and Human Rights	KEC	60	30	33	27	1,800	1,980	1,620
22	Technician club	KEC	24	0	0	24	0	0	576
23	Project based learning	KEC	24	0	0	194	0	0	4,656
24	Entrepreneurship and financial education	KEC	24	0	0	50	0	0	1,200
25	Career guidance and counselling	KEC	24	0	0	56	0	0	1,344
26	Educator competencies	KEC	32	68			2,176	0	0
27	Assessment for learning	KEC	24	0	0	18	0	0	432
28	Face 1	KEC	16	0	21	23	0	336	368

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No	Program		Number of training hours	Number of participants			Number of training hours provided for TPD		
				2017	2018	2019	2017	2018	2019
29	Mathematics and teaching mathematics 1-5	GIZ	50	152	104	21	7,600	5,200	1,050
30	Summative assessment and test development 1-9	GIZ	30	205	185	284	6,150	5,550	8,520
31	Natural sciences teaching for grades 6-9	GIZ	60	63	124		3,780	7,440	0
32	Natural sciences teaching for grades 1-5	GIZ	60	115	31		6,900	1,860	0
33	Identification of Children with Exceptional Intelligence	GIZ	30			86	0	0	2,580
34	Professional Departments	GIZ	42		100		0	4,200	0
35	Mathematics and teaching mathematics for the 5th grade	GIZ	40	33	16		1,320	640	0
36	Mathematics teaching with a focus on geometry for the grades 6-9	GIZ	40	19			760	0	0
37	Educational Leadership	KCIC	147	108	163	95	15,876	23,961	13,965
38	Maths 1-5	KCIC	56	56	30	0	3,136	1,680	0
39	Natural sciences 1-5	KCIC	7	53	0	0	371	0	0
40	Summative assessment	KCIC	4	99	77	0	396	308	0
41	Duties of a classroom teacher	KCIC	48	0	0	135	0	0	6,480
Total			1,732	11,320	7,777	5,743	457,597	357,590	250,167

With regard to school based TPD, according to school directors, the fact that schools do not have a separate budget for school based professional development limits them in their leadership role in this area. Moreover, they emphasize that they faced challenges also in organising activities of school based professional development since the recognition of those activities for licensing purposes and promotion has not been sufficiently defined.

To support the organisation of activities related to school based TPD, as part of the GIZ financed CDBE project, 21 Learning together communities have been established in eight municipalities (Gjilan, Kaçanik, Fushë Kosova, Klina, Prishtina, Prizren, Shtime, Gjakova and Mitrovica), with 102 schools participating. These communities help teacher professional development in identifying common challenges and exchanging experiences in addressing them. The initiative was well received by schools, whereas project monitoring results evidence the positive effects of this network in school activities.¹⁶⁷ Recommendations coming from the conference organised to present the achievements and challenges faced by Learning Together Communities (LTC) include:

- The need for an increased commitment from MED's in supporting LTC;
- MEST engagement to draft clear criteria and procedures for school based teacher professional development, including professional networks such as LTCs;
- Inclusion of initiatives to establish and support LTC in the MEST annual plan for TPD.¹⁶⁸

Another summary of best experiences of teachers in implementing new curriculum in the area of Maths and natural sciences in primary education was drafted in 2016 and disseminated in 2017, as part of the same project, to contribute to school based TPD.

In addition, the ASSET program, financed by the USAID is contributing in this aspect, with school facilitators trained and certified in 17 gymnasiums (in 16 different municipalities) for the period 2018-2019. These facilitators are contributing to school based TPD in two areas: integrated learning and assessment to learn¹⁶⁹, and also in building school capacities for school based TPD. 'Maker spaces' have been established in 16 gymnasiums, equipped with information technology, where activities for TPD and extra-curricular activities may take place. However, whether the initiative will continue in existing schools and expanded in other schools depends on municipal commitment to finance school based TPD and completion of regulatory framework for this process.

In regards to training programs for vocational schools (non-education profiles), no accredited program, namely no accreditation request is reported during this period. Consequently, there is no specific training on the implementation of sectoral curriculum and profile frameworks of VET. As foreseen with the KESP action plan, the Division for TPD - MEST, will encourage the development of these programs, so at least two training programs are accredited every year.

The process of building professional development centers at municipal level continues to be supported by the MEST partners only. As part of the GIZ financed CDBE project, 11 centers were established and equipped

¹⁶⁷ Interview with Rrezearta Zhinipotoku-Behluli and Alberta Alihajdari, CDBE project- GIZ, 2 October 2019.

¹⁶⁸ Data provided in writing by GIZ financed CDBE project, 17.10.2019.

¹⁶⁹ For integrated learning - in group 1, of 22 participants in the training program, 16 facilitators were certified, whereas in group 2: 18 are part of the process of being certified; in Assessment for learning - in group 1, of 25 participants in the training program, 14 facilitators were certified, whereas in group 2, 18 are in the process of being certified.

in seven municipalities (Gjilan, Fushë Kosova, Klina, Kacanik, Prizren, Prishtina and Mitrovica) during the period 2017-2018)¹⁷⁰.

In addition, the GIZ CDBE project supported the promotion of regional cooperation at country level, including:

- National Conference on Maths, in 2017;
- National Conference ‘Shape the future of Kosovo with teachers’, in 2017;
- National Conference for the Exchange of Experiences between schools in 2018, and
- National Conference on Student Assessment Methods in 2018.

2.4.2 Teacher performance evaluation

The Framework for Teacher Professional Development was approved in April 2017¹⁷¹, defining the competences of teachers based on licensing scheme. In 2018 (a year later than planned with the KESP action plan, the MEST issued the AI No. 14/2018 on Teacher performance assessment¹⁷². This AI regulates teacher performance assessment system (including internal assessment and external assessment), bearers of TPA (including their duties and responsibilities), teacher performance assessment procedures, categorisation of performance level, instruments to implement performance assessment and relation between the TPA and teacher licensing system.

As part of the ESIP project, Education Inspectors capacity building was implemented in 2017-2018, through a very intensive training program on teacher performance assessment (including the practice component)¹⁷³.

Having in mind the frequent changes in school management and the limited capacity of EIs, informative meetings for TPA were organised by EI with directors and teachers of schools where TPA will take place. In this case, all teachers of that respective school get informed with the TPA procedures and receive the AI on Teacher Performance Assessment, whereas teachers whose performance will be assessed get informed in details also about the relevant TPA instruments. This process is implemented continuously since 2018¹⁷⁴.

In regards to the induction program for teachers, apart from the standards of entering the profession defined with the Teacher Development Strategic Framework, no progress has been achieved. TPD officials within the MEST and experts of this field believe that it is necessary to revise the AI on educational staff, draft an AI on Induction stage in teaching and draft an AI on State Exams for Teachers¹⁷⁵. Lacking a regulatory framework, the process of mentoring new teachers has not started yet (although with the KESP action plan it was foreseen to start in 2018).

170 These centers were established in these schools: “Abaz Ajeti” and “Vuk Karagjiq” in Gjilan, “Bajram Curri” in Fushë Kosova, “Fehmi Agani” in Klina, “Kadri Zeka” in Kacanik, “Lekë Dukagjini” and “Luigj Gurakuqi” in Prizren, “Nazim Gafurri” and “Emin Duraku” in Prishtina and “Branko Radičević” in Mitrovica.

171 Teacher Professional Development Framework. MEST, 2017. <http://masht.rks-gov.net/uploads/2017/04/kornize-strategijike.pdf>

172 Administrative Instruction No. 14-2018-1 Teacher Performance Assessment.

173 Project financed by World Bank loan.

174 Interview with Imer Preteni, Education Inspector, 20.09.2019

175 Interview with Habibe Buzuku, TPD official - MEST, 25.09.2019 and Osman Buleshkaj, TPD expert, 19.09.2019.

In regards to teacher performance assessment, the process started following the entry into force of the AI on Teacher Performance Assessment, namely from October 2018¹⁷⁶. Teacher performance assessment action plan is prepared semi-annually and defines the dynamism of TPA implementation.¹⁷⁷ The supervision of plan implementation is done by the EI Director. Until June 2019, when the data for this evaluation were collected, the total number of teachers having undergone their performance assessment is 443. The EI semi-annually prepares a report on action plan implementation, including a summary of key findings in regards to quality of teacher performance and their needs for PD, and recommendation for the MEST and MEDs. The report is submitted to the Minister of the MEST, but there is no information whether the same is shared with the State Council for Teacher Licensing and/or respective divisions in the MEST, so that it can be used for policy-making and to set the priorities for TPD¹⁷⁸.

2.4.3. Teacher Licensing System

Teacher licensing system consists of three key interrelated components: (i) Teacher Licensing; (ii) Teacher Professional Development; (iii) Teacher Performance Assessment. This system is presented as well in the guideline for in-career teacher development, prepared with the support of ESIP project, in cooperation with the Division for TPD, Education Inspectorate and State Council for Teacher Licensing. The Guideline is integrated in the Strategic Framework for Teacher development in Kosovo¹⁷⁹.

The MEST reports that the issue has been addressed in the draft Regulation on salaries in public institutions, but the document is not approved yet in the Government¹⁸⁰.

In regards to information provided to teachers about the licensing system, in April 2017, the MEST organised a Conference for launching the documents for Teacher Licensing System, but there are no other reports regarding any informative meeting organised with teachers about licensing.¹⁸¹ Full implementation of this activity is not reflected either in the responses of teachers included in the study carried out in the beginning of 2019 on Teacher Professional Development in Kosovo¹⁸². Around 25% of teachers included in this study state that they have few information or no information at all about TP requirements as per Teacher licensing system, around 20% are informed about some of the requirements, whereas around 55% indicate that they are pretty well informed about the TPD requirements¹⁸³. In addition, the data from this study show that a relatively huge number of teachers lack information on basic training programs to be attended as part of professional development for teacher licensing system; this has been stated by 44% of teachers included in the study. The situation is even worse when it comes to their information about supplementary programs that teachers can attend as part of professional development for teacher licensing system and the recognition of training hours attended in basic and supplementary programs for the licensing system.

176 Although according to the report on the implementation of the KESP, this process started in 2017.

177 With this dynamics, one Education Inspector is expected to perform three performance assessments of teachers in two weeks.

178 Interview with Imer Preteni, Education Inspector, 20.09.2019.

179 Teacher Professional Development Framework. MEST, 2017. <http://masht.rks-gov.net/uploads/2017/04/kornize-strategjike.pdf>

180 Interview with Alush Istogu, Director DDPUE-MEST, 15.10.2019

181 Organisation of meetings with teachers has also been part of the SCTC plan and the Division for TPD plan (2017 and 2018).

182 Teacher Professional Development, KEEN, pg. 37. April, 2019. http://www.keen-ks.net/site/assets/files/1467/zhvillimi_profesional_i_mesimdhenesve_ne_kosove_alb-1.pdf

183 Number of teachers included in the research was 242.

Lack of information about teacher professional development programs and in general about teacher licensing system constitutes a risk of deviating from the aims of establishing the system. In particular, it undermines the efforts to build a TPD sustainable system¹⁸⁴.

Despite efforts, no action plan could be obtained about teacher licensing process and there is no progress in regards to teacher licensing as per the promotion system foreseen by legal framework. In addition, the process of licensing pre-university level teachers from private schools has not started yet and no progress was made in this direction. Their licensing is also foreseen with the AI on Teacher Licensing System.

2.4.4 Pre-service Teacher Training

The MEST with the legal framework, strategic planning, curriculum documents and the Strategic Framework for in-career teacher development, managed to make a relation between pre-service teacher development and in-service teacher development. The implementation of this relation in practice remains a challenge, mainly because the Law on regulated professions is not implemented, the teacher licensing system is not fully implemented, frequent changes happen in normatives that define the qualification of teachers per subject/curriculum area in pre-university education levels, but also due to lack of professional standards for subject areas/curriculum areas to train pre-service teachers for their respective education level.

In regards to definition of standards for student admission in education faculties, the KESP action plan foresees to have expert teams engaged to draft these standards, but it is not reported whether these teams were engaged. However, the Faculty of Education in the University of Prishtina has set new standards for the entrance exam.¹⁸⁵ Admission standards raised resulted in a higher success of students during their studies. Such a thing is also confirmed by schools and mentor teachers¹⁸⁶.

The Faculty of Education (FEdu) also reports that they constantly harmonise their programs with the MEST policies, although often political changes from the MEST are believed to have had a destabilising effect on Faculty of Education programs¹⁸⁷. In 2019, the Faculty of Education revised all programs and prepared them for accreditation and re-accreditation for the year 2020¹⁸⁸.

In regards to FE capacity building to draft and develop programs based on KCE, it is reported that there was no specific activity implemented. However, the Faculty of Education in the UP, independently reviewed all the

184 Ibid, pg. 45, 46.

185 Passing threshold is reported to have been 40% of total points, whereas in 2019 it was 40% in every subject. Over the last years, 80% of students registered in the Faculty of Education have an average grade of 5.0 in secondary school.

186 Interview with Majlinda Gjelij, Faculty of Education - UP, 18 October 2019.

187 Ibid.

188 3 of the new programs designed or re-designed are:

- Program: Early Childhood Education (0-6) is a new program. The program for ages 0-3 and 3-6 are merged into a single program as per the model of the University of Ljubljana and recommendation of accreditation experts.
- Program: Master in Education Sciences is a new program, including five specialisations: The first year is general, whereas in the second year students specialise in: Inclusive Education, Pedagogical Counselling, Teaching and Curriculum, Educational leadership and Pedagogy for Vocational Schools. Until this year, these have been separate programs, however following an analysis and noting the great similarity between subjects, a decision was made to join them in one program.
- Teaching in Albanian Language and literature - A new program, which was 60 ECTS and with the request from the Accreditation Agency and the Decision from the Minister on training subject teachers, it has been designed as a 120 ECTS program.

syllabuses and programs and harmonised them, so that students are prepared for the implementation of KCF. Study visits of FEdu staff took place using Erasmus + grants or with the support of organisations.

In addition, the FEdu staff is reported to have carried out a number of researches related to the implementation of KCF, methodologies and inclusion.¹⁸⁹ The list of publications/links for the last three years is expected to be published in November 2019 in the website of Faculty of Education. Many studies related to the implementation of curriculum or other methodological issues have been carried out also by Masters students, and they are published in the website of Fedu.¹⁹⁰

The Faculty of Education organises conferences, symposiums and other scientific meeting of special importance every year,¹⁹¹ but no event was organised by the FEdu with the idea of presenting the findings and recommended solutions from these researched (as foreseen with the KESP action plan).¹⁹² In 2018, FEdu, with the support of the GIZ financed CDBE project, organised two round tables, to:

- offer recommendations to review the curriculum for early childhood education, with the participation of 40 local experts from pre-school institutions;
- discuss the quality of Faculty of Education programs from the perspective of MED needs and requirements.

As part of the same project, two round tables were organised with the University of Gjilan in 2017 and 2018 to discuss about the “Approach of subject teachers in primary schools”. The results from the discussions emphasize the need to have a piloting phase prior to any intervention in education and to present them at country level only after a careful monitoring of piloting process and after addressing the challenges evidenced.

189 Interview with Majlinda Gjelaj, Faculty of Education - UP, 18 October 2019.

190 <https://edukimi.uni-pr.edu/Punimetmaster.aspx>.

191 Some of them include:

- Scientific Summer Symposium: Extending Education Research at the Faculty of Education - University of Prishtina, Faculty of Education, University of Prishtina, June 11 - June 14, 2018.
- 3rd INTERNATIONAL CONFERENCE, Leadership and management in schools and business, Thursday, April 5th 2018, Faculty of Education, University of Prishtina, International School for Social and Business Studies, (ISSBS), Slovenia, www.issbs.si
- SCIENTIFIC CONFERENCE The art of Science of Teaching: A conference on Pedagogy and Research in Education 07 March 2019 Faculty of Education University of Prishtina Hasan Prishtina
- Inclusion in Education for all children (MEST, UNICEF, FEDU)
- INTERNATIONAL CONFERENCE “APPLIED PSYCHOLOGY AND EDUCATIONAL SCIENCES” 1 - 2 November, 2019 Faculty of Social Sciences University of Tirana, Tirana, Albania and Faculty of Education in the University of Prishtina.]

192 The Action Plan of Kosovo Education Strategic Plan 2017/2021. MEST, July 2016. <https://masht.rks-gov.net/uploads/2017/02/20161006-plani-i-veprimit.pdf>

2.4.5 Activity Implementation Matrix - Teacher Development

Strategic Objective SO4: Enhancing teaching quality through an effective and sustainable system for teacher professional development and preparation

Result 4.1. Sustainable teacher professional development system for the implementation of the education reform is developed

Activities	Scheduled time ¹⁹³	Implementation period	Clarification
4.1.1 Reviewing, drafting and approving TPD documents	2017	2017-	The regulatory package enabling a smooth teacher professional development process is in its advanced stage. However, the process is not finalised yet.
4.1.2 Establishing school-level mechanisms to identify the needs for TPD.	2017	2019-	The activity is expected to end in 2020 and it is being implemented with the support of the EU financed TPD project.
4.1.3 Developing a national framework for TPD based on the identified needs and priorities	2017	2017	The Strategic Framework for Teacher Development defines the competences in different career stages and is an orientation to organise teacher professional development in these stages, but it is not used yet to identify priorities and to plan the TPD based on teachers' needs.
4.1.4 Drafting annual plans and MTEF plans for TPD funding	2017-2021	2017-	The MEST budget planning is done annually, but there is no special plan for TPD financing allocated for training providers and priority programs defined by the MEST.

¹⁹³ Ibid.

4.1.5 Engaging professional teams of experts at the municipal level.	2017-2021	2017-	The engagement of expert teams for TPD and their capacity building has been finalised in 20 municipalities ¹⁹⁴ . However, there is no platform and a more direct support from the MEST for the process of establishing and consolidating these teams, so that they are operational and comply with their role for TPD in all municipalities.
4.1.6 Encouraging the development of training programmes based on priorities (for KCF, methodology, subject, inclusive education, ICT, integrated teaching, etc.).	2017-2021 ¹⁹⁵	2017- ongoing	The number of accredited programs is higher than planned with the KESP action plan ¹⁹⁶ . These programs have been developed based on preliminary needs analysis from the organisations/projects that developed them, but the MEST's leading and regulating role in defining priority programs to be developed and offered to implement the curriculum reform is missing.
4.1.7 Promoting the development of TPD programmes for non-educational profiles.	2017-2021 ¹⁹⁷	-	There is no progress achieved.
4.1.8 Developing a mechanism for sustainable TPD funding	2017	-	There is no progress achieved.
4.1.9 Monitoring and assessing the TPD programmes implementation	2017-2021	-	The supervision and assessment is done by the training program provider.

¹⁹⁴ In 11 municipalities, the process has been supported by GIZ financed CDBE project, whereas in nine of them has been supported by the EU financed project for Teacher professional development.

¹⁹⁵ 4 training programs per year

¹⁹⁶ 13 programs of professional development were accredited in 2017, 45 programs and 14 non-governmental organisations to deliver training modules were accredited in 2018, whereas in 2019, 12 training programs and one organisation were approved.

¹⁹⁷ 2 training programs per year

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4.1.10 Organising teacher training at the central and municipal level	2017-2021	2017- 2019	While the need for TPS is increasing following the implementation of the new curriculum at country level, the trend of offer is decreasing: ¹⁹⁸ in 2017 there is a progress noted at 91% compared to the target foreseen, in 2019 it is only 60%.
4.1.11 Organising TPD activities in school according to school needs and in line with the teacher development framework.	2017-2021	2017-2019	Different projects financed by the MEST partners started to address this needs, ¹⁹⁹ but the leading role of the MEST and MEDs commitment to this process at the level required is missing.
4.1.12 Organising training for the implementation of sectoral core curriculum and VET profiles frameworks.	2017-2021	2017-	Shih 4.1.10.
4.1.13 Supporting Professional Development Centres at municipal level.	2017-2021	2017-2018	The process of establishing Professional development centers at municipal level continues to be supported by the MEST partners only. ²⁰⁰
4.1.14 Provision of TPD materials/ literature.	2017-2021	2017	The 7 municipalities, supported to establish these centers, were also provided with the relevant materials to become operational.
4.1.15 Supporting cooperation at regional level and wider.	2017-2021 ²⁰¹	2017-	Activities initiated and covered by donators.

198 The target planned with the KESP action plan is 500,000 hours of training delivered per year, whereas based on the data provided by the MEST, GIZ, KEC, UTUESC and KCIC in 2017 there were 457,597 hours of TD delivered, in 2018 there were 357,590 hours of training delivered, whereas in 2019 (till September) 301,617 hours of TPD.

199 CDBE project, financed by the GIZ; ASSET project, financed by the USAID and TPD project, financed by EU.

200 During the period 2017-2018 as part of the CDBE project, financed by the GIZ, 11 centers were established and equipped in 7 municipalities

201 Participation of the MEST officials and teachers in regional conferences, organisation of one national conference per year in 2017, 2018 and 2020 and organisation of summer school for teachers every year.

Result 4.2. Teacher performance assessment process is implemented

Activities	Scheduled time	Implementation period	Clarification
4.2.1 Finalising documents for teacher performance assessment.	2017	2017-	A considerable progress, but not yet finalised.
4.2.2 Developing a competency-based teacher licensing and promotion scheme that defines key competencies for each type of license in the existing scheme and their linkage to payroll system.	2017	2017	
4.2.3 Capacity building of inspectors and assessors on performance assessment	2017	2017-2018	
4.2.4 School capacity building (director, professional associates, teachers) for performance assessment.	2017-2021		Only in schools where TPA takes place.
4.2.5 Setting up an induction programme for new teachers, and other activities aimed at improving and institutionalising teacher performance assessment and professional development	2018	-	Some activities are being developed, but not yet finalised.
4.2.6 Developing a performance assessment action plan.	2017-2018	2017-	Constantly by EI.
4.2.7 Organising a performance assessment process.	2017	2018-	Not implemented as per the timeline foreseen.
4.2.8 Monitoring and evaluating the implementation of the performance assessment action plan	2017-2021	2018-	Constantly by EI, but there are no concrete steps on addressing challenges faced by the EI.
4.2.9 Using the data from the performance assessment process for policy-making and prioritisation for TPD at national level	2017-2021	-	No evidence exist.

Result 4.3. Teacher licensing system becomes fully functional

Activities	Scheduled time	Implementation period	Clarification
4.3.1 Drafting the action plan for the implementation of licensing process	2017-2021		No progress.
4.3.2 Cooperation with institutions responsible for providing financial resources for teacher licensing process (MF, MPA, Kosovo Assembly).	2017-2021	2019	It is addressed in the draft Regulation on salaries and wages in public institutions, but it is not approved yet in the Government.
4.3.3 Informing teachers about the licensing system	2017-2021	2018-	Only in schools where the TPA is applied.
4.3.4 Implementing the promotion process and harmonisation with payroll system	2018-2021 ²⁰²	-	There is no progress achieved.
4.3.5 Organising the licensing process for novice teachers	2017-2021	-	There is no progress achieved.
4.3.6 Monitoring and evaluation of the action plan implementation for teacher licensing.	2018	-	There is no progress achieved.

Result 4.4. Quality preparation ensured for pre-service teachers

Activities	Scheduled time	Implementation period	Clarification
4.4.1 Defining standards for student enrolment at Faculties of Education (FE)	2017	2017-2019	Constantly.
4.4.2 Harmonisation of the FE programmes with the MEST Policies	2017-2021	2017-2019	Constantly, but increased attention is required in harmonising programs with the new curriculum.
4.4.3 Increasing FE capacities for the development and implementation of programmes in line with the KCF.	2017-2021	2017-2019	Constantly.
4.4.4 Organisation of researches by the FE staff on the implementation of the KCF, methodologies, inclusion, etc.	2017-2021 ²⁰³	2017-2019	The list of publications published over the last three years is expected to become public in November 2019. It is not clear why the researches have not been published and shared constantly.

202 2000 teachers per year

203 2 researches per year

2.4.6 The progress achieved against defined indicators

SO 4 Teacher Development: Enhancing teaching quality through an effective and sustainable system for teacher professional development and training

Indicators	Basis	Target	Achievement	Clarification
Percentage of teachers participating in professional development programs	2011—N: 9, 386 P:41% ²⁰⁴ ; 2012- N: 13,577 P: 58%; 2013 - N: 12,124 P: 53%; 2014 - N: 12,301 P: 54%; 2015 - N: 9 ,173 P: 39%;	50%/year	2017- 48% 2018- 33 % 2019- 26%	Data are not complete.
Gender index of teachers that participate in professional development programmes	-	1		No data exist.
Total number of professional development hours implemented	2011: 598,87245; 2012: 773,088; 2013: 445,871; 2014: 861,215; 2015: 691,320 ²⁰⁵	500,000 hours/year	2017-457,597 2018- 357,590 2019- 301,617	
Number of teachers who have undergone performance assessment	147	20%/year	2018- 1% (216 teachers) 2019- 1% (227 teachers)	
Percentage of novice teachers receiving support when 'entering the profession'	_	50%		It has not started yet, since there is no regulatory framework.
Percentage of teachers who have obtained the advanced license or have renewed their initial license	_	35%	2018- 1% (216 teachers) 2019- 1% (227 teachers)	These teachers have undergone the re-licensing system only.

204 The data were taken from the Division for Trainings in the MEST.

205 The data were taken from the Division for trainings in the MEST.

SO 4 Teacher Development: Enhancing teaching quality through an effective and sustainable system for teacher professional development and training

Indicators	Basis	Target	Achievement	Clarification
The interest of candidates in education profiles	2014 ²⁰⁶ : BA: 14.77%; Applicants: 3,467 Admitted: 512; 2015 ²⁰⁷ : BA: 15.65%; Applicants: 2,942 Admitted: 460; MA subject programs: 49%; Applicants: 820; Admitted 400.	20%		The interest increased significantly: at the BA level, 10 applications per one position. In Masters up to 5 applications per one position.
The average result in the matura exam and admission exam in teacher education programmes	–	–		In recent years, over 80% of students have an average result of 5.0 in high school, with the other students close to this result.
Study duration (“Survival rate”) of students in education programs, Bachelor	31.7% (F: 32.5%); ²⁰⁸ 2011/12: 2,339 (F: 1,820) registered in the first year; 2014/15: 742 (F: 592) graduated	40%		There is no data from the FEdu.

206 The data from the Faculty of Education, 18 May 2016

207 The data from the Faculty of Education, 18 May 2016

208 Data from the University of Prishtina, August 2015

2.4.7. Conclusions and Recommendation – Teacher Development

IMPROVEMENT OF INFORMATION MANAGEMENT SYSTEM FOR TEACHER PROFESSIONAL DEVELOPMENT. Such a measure is foreseen also in the Strategic Education Plan 2011-2016, aiming to contribute to (i) teacher familiarisation with the licensing system, (ii) to track the progress of teachers in complying with the licensing requirements, (iii) to obtain information about the development of policies related to decisions for teacher training (iv) to understand the individual profile of teachers and identify priority needs for professional development.

INCREASE IN THE PERCENTAGE OF TEACHERS' INCLUSION AND QUALITY PROGRAMS FOR TPD. According to the KESP, the MEST in coordination with the MEDs and development partners, shall ensure the minimum of hours of professional development for all teachers (including teachers teaching in communities language), to enable their licence renewal or promotion to a higher grade. On the other hand, professional development should be managed under a wider central framework that connects professional development with curriculum reform and student results, teacher performance and external school assessment. In addition to budget increase for TPD (at central and municipal level), rapid actions are required from the MEST to assess and classify training programs as per types of licenses, ensuring adequate programs for teacher's profile and addressing the gaps in education and vocational TPD.

In this context, **THE DEVELOPMENT OF A LONG-TERM FRAMEWORK FOR TPD AT CENTRAL LEVEL** as foreseen with the KESP, would contribute to definition and coordination of contributions from the MEST resources (including the KPI, FE), development partners' resources and contributions from the civil society. This framework should be used also as an important reference point in the process of accreditation of new programs and re-accreditation of existing ones.

REGULATION OF SCHOOL BASED TPD. The MEST should define the forms of school based TPD implementation and monitoring, and the modalities of school based TPD activities recognition for licensing and promotion purposes. The support of schools in installing a school based TPD culture, based on experienced piloted, is also necessary.

REVIEW OF TEACHER JOB DESCRIPTION. Job description of teachers in their employment contracts should reflect the new curriculum requirements for an increased engagement of teachers beyond teaching process (increased peer cooperation, participation in school based PD activities, organisation of supplementary classes, extra-curriculum activities, etc.). The work rate should define the number of hours for these engagements, whereas responsibilities should be defined at school level (annually), in line with the abilities and capabilities of individual teachers, balancing the engagement of all teachers. This detailed description of annual duties and responsibilities for each teacher would serve also as the key reference for continuous performance assessment and identification of professional development needs.

USE OF DATA FROM TEACHER PERFORMANCE ASSESSMENT FOR POLICY-MAKING AND PRIORITY DEFINITION FOR TPD AT COUNTRY LEVEL. The MEST should pay attention to analysis of data resulting from the assessment process. Such a thing would help MEST draft policies and define priority programs for TPD. Therefore, the challenges inhibiting teacher performance assessment as per the timeline foreseen should be analysed and addressed.

COMPLETION OF REGULATORY FRAMEWORK FOR THE INDUCTION STAGE. This includes the AI on Induction stage, AI on State exam and respective manuals for the implementation of these administrative instructions.

INCREASED INCLUSION OF FACULTIES OF EDUCATION IN SUPPORTING THE IMPLEMENTATION OF CURRICULUM REFORM. Faculties of education, in addition to increased engagement in raising the quality of pre-service teacher preparation in line with the new curriculum, should be more proactive in monitoring the implementation of elements of reform and offering recommendations to address the challenges.

TEACHING AND LEARNING



2.5.SO5: Teaching and learning

The implementation of the new competency based curriculum started in the school year 2017/18, in all grades 0, 1, 6 and 10. Although preparations for this process had started earlier, the formal decision to expand the implementation of the new curriculum to grades 0, 1, 6 and 10 in all Kosovo schools was taken only a month before the new school year started, with no results from the piloting phase that lasted for several years disclosed and no changes in the textbooks.

Considerable progress has been achieved in recent years in completing the regulatory framework, but the whole legal and regulatory framework should be completed and fully harmonised and consolidated, with the implementation mechanisms made functional. The main challenges in curriculum implementation, identified in a study carried out in the end of 2018,²⁰⁹ include:

- The fragmented and non-coherent approach in implementing the reform elements;
- Non-consolidation of monitoring mechanisms, support and accountability in the process of curriculum implementation;
- Insufficient orientation and support of teachers and schools in planning and implementing learning processes based on Curriculum Framework principles;
- Non-definition of learning progress standard requirements, approach and assessment criteria for the competences defined per curriculum level;
- Insufficient preparation, supervision and support of teachers and management and professional staff in curriculum implementation;
- Low quality of education management of schools;
- Insufficient engagement of Municipal Education Directories (MEDs) in the process of curriculum implementation.
- Lack of consolidation mechanisms for quality assurance;
- Insufficient use of school autonomy in curriculum implementation, in line with the specific conditions of teaching staff, student needs, school infrastructure and specifics of the area where the school is located.

In addition, following the new curriculum implementation throughout the country, despite the lack of new textbooks, no guideline was provided to schools on how to approach to the use of existing textbooks in line with the new curriculum. Orientations provided in core curriculum are too general, highlighting the possibility of using alternative texts and materials, but they do not help teachers to re-position in relation to textbooks. Same situation prevails also in subject curriculum prepared for pre-primary grade, first, second, sixth, seventh, tenth and eleventh grade. In addition, this issue was not properly addressed neither in teacher training programs for the implementation of new curriculum²¹⁰.

In regards to the process of drafting new textbooks, in addition to the delays in starting the project, from the analysis of legal framework and institutional mechanisms for drafting, assessing, approving and publishing

209 Challenges of curriculum reform implementation in pre-university education in Kosovo KEEN, 2018, p.5. November, 2018 http://keen-ks.net/site/assets/files/1444/sfidat_e_zbatimit_te_reformes_kurrikulare_alb-1.pdf

210 The challenges of the implementation of curriculum reform in pre-university education in Kosovo, KEEN, 2018, p.5. November, 2018 http://keen-ks.net/site/assets/files/1444/sfidat_e_zbatimit_te_reformes_kurrikulare_alb-1.pdf

textbooks, it results that the implications of Curriculum Framework principles were not reflected sufficiently in relevant documents²¹¹.

To improve learning through quality teaching, namely fulfilling the strategic objective SO5: Maximising learning through quality teaching, implementing competency-based curricula and using high-quality teaching resources, foresees the following three expected results.

- 5.1. *Competency-based curriculum is implemented in all schools of the pre-university education level in Kosovo;*
- 5.2. *Textbooks and other teaching materials are drafted for all grades and subjects;*
- 5.3. *All schools are equipped with ICT equipment and other necessary teaching aids for successful implementation of the new curriculum.*

2.5.1. New curriculum implementation

As foreseen in the action plan, programs for grades 0, 1, 6 and 10 were approved by the MEST in August 2017 and started to be implemented in September 2017 in all schools,²¹² when full implementation of the new curriculum started. In 2017, the process of drafting the programs for grades 2, 7 and 11 continued, whereas in 2018, the drafting of the programs for grades 3, 8 and 12 was finished. In 2019, programs for grades 4 and 9 were piloted, to be finalised based on the feedback received from the schools, whereas the process of drafting new programs for the grade 5 is expected to be finished in 2020 (so that they are ready for the school year 2021/2022).

Guidelines for the implementation of the curricula for seven curricular areas, published in October 2016, were reviewed in 2017, as foreseen in the action plan. In regards to training programs and trainings offered for teachers during this period, the data are included as part of strategic objective 4 - Teacher Professional Development. Whereas, to raise the MED capacities, 7 regional meetings aiming to provide information about the new curriculum were organised in 2017 with school directors, MED and other education representatives.

In regards to information provided to parents about different aspects of curriculum and quality assurance, no activity was organised by the Division for Textbooks,²¹³ despite the fact that the implementation of this measure was foreseen to begin in 2017. Information provided to parents about the implications of teaching and learning process and general school activities is considered an obligation of schools. Special instructions for schools in regards to this issue are included in the 'Guidelines on leading the implementation of curriculum in schools.'²¹⁴ However, this does not infer that the MEST and/or MEDs are free from their obligation to initiate public debates on the quality in education and campaigns to inform parents about the rationale of curriculum reform and implications of this process on school performance, expectations from the process, role of parents and all other stakeholders in implementing successfully the curriculum.

New curriculum implementation monitoring by schools, municipalities and the MEST remains the most sen-

211 Ibid.

212 <http://masht.rks-gov.net/arsimi-parauniversitar>

213 Interview with Feime Llapashtica-Lipscomb, Head of division for curriculum, MEST, 23.09.2019.

214 Guidelines for leading the implementation of curriculum in schools. KPI, 2016. <http://ipkmasht.rks-gov.net/ep-content/uploads/2017/03/Udhezuesi-per-zbatim-te-kurrikules1.pdf>

sitive part of curriculum reform implementation process. There is no address in the MEST in regards to this process, whereas at the MED level, the capacity is limited and there is no professional preparation needed to contribute to this process. As foreseen with the KESP action plan, the Kosovo Pedagogical Institute carried out a research in 2019 on the implementation of the new curriculum and the report is expected to be published in December 2019. Findings from this evaluation should be used to review the process and address the challenges evidenced.

In regards to evaluation on curriculum levels, as reported in the Strategic Objective 3 – Quality Assurance, this process continues to be a challenge for DCSV and schools, whereas the approach applied is not in line with the Curriculum Framework for Pre-university Education in Kosovo.

2.5.2. Development of textbooks and other teaching materials

As per the action plan, the new textbooks for grades 0, 1, 6 and 10 should have been ready for the school year 2017/2018 (when the implementation of the new curriculum started in these grades), to continue the progress gradually until the completion of pre-university education textbooks package²¹⁵.

However, the Decision 251/01B on establishing the Council of Experts for Programs and textbooks (CEPT)²¹⁶ was issued by the MEST in 2018, followed by the CEPT Regulation and the dynamic plan for this body. Consequently, the whole process of drafting new textbooks was delayed:

- Textbooks for pre-primary grade and grades 1, 2, 6, 7, 10 and 11 were published and used in the school year 2019/2020, two years after the new curriculum started to be implemented in grades 0, 1, 6 and 10, and one year after the new curriculum started to be implemented in grades 2, 7 and 11.
- The third cycle of new curriculum implementation (grades 3, 8, 12) started the implementation of the new curriculum in the school year 2019/2021 with no new textbooks. They are being developed and will be ready for the school year 2020/2021, namely one year after new curriculum implementation in these grades.

This cycle of delays will be carried also to grade 5, where the new curriculum will begin to be implemented in the school year 2020/2021, whereas textbooks are expected to be ready in the school year 2021/2022.

Certain irregularities were noticed also in the process of drafting and approving the new textbooks. Despite the fact that duties and responsibilities of the CEPT include (a) supporting the training program for textbook authors and publishing houses, and (b) creating mechanisms to constantly collect data from the school/municipalities about the quality of textbooks, these measures were not foreseen in the CEPT dynamic plan for

²¹⁵ Despite the lack of new textbooks, the support of schools/teachers to use current textbooks in line with the new curriculum has been insufficient. The Division for curriculum and textbooks in the MEST attempted to draft Guidelines in using the existing textbooks as per the new curriculum, but their content does not fulfil the requirements and needs of teachers for a clear guidance on how to approach the usage of current textbooks in line with the new curriculum. More information, refer to the report: Quality of textbooks in Kosovo, KEEN (2019) http://www.keen-ks.net/site/assets/files/1466/cilesia_e_teksteve_shkollore_ne_kosove_alb-1.pdf

²¹⁶ Decision No. 251 on nominating the Council of experts for programs and textbooks (<https://masht.rks-gov.net/uploads/2018/04/vendim-refnr-251-01b-dt-090218-per-emerimin-e-keptsh-251.pdf>), item 2.6 and 2.7

new textbook preparation. Another important aspect not foreseen in the CEPT dynamic plan is the testing of textbooks, following the evaluation from reviewers and recommendation for use. Having in mind the quality of current textbooks and the experience in textbook development so far, these measures are of special importance and should have not been neglected. These are important parts of textbook development and approval process. In addition, the process of textbook selection by schools, prior to their ordering for publication, is not foreseen at all in the CEPT dynamic plan.²¹⁷

2.5.3. Providing schools with education technology

Infrastructure investment policy in Kosovo is mainly focused on building school premises. However, Kosovo is lagging behind in all parameters of internal infrastructure and teaching materials. Based on the survey with the school leaders in Kosovo carried out by the OECD, these factors continue to have a negative impact in teaching process. The majority of schools in Kosovo fail to offer the adequate conditions for learning, including libraries, labs, computers and textbooks. Internet access is widely provided, but its use in learning processes is low. In this regard, comparing it with the KESP, schools' supply with computers and ICT infrastructure, and other necessary materials is lagging behind.²¹⁸ Although investment was made by partner organisations²¹⁹, no serious mobilisation was noticed by the MEST related to this issue and there are no specific data.

In regards to trainings provided to school club members, in 2019, 20 schools (in 7 municipalities) were supported to establish media clubs, equipping them with the package of necessary equipment (laptops, camera, tripods, voice recorders, printers, projectors, screens)²²⁰.

Whereas, in regards to ICT personal equipment use promotion (students and teachers) and the entering into an agreement between the MEST and companies interested to offer suitable conditions for laptop payment, no initiative undertaken is reported. There was no initiative from the MEST and MEDs also in regards to the definition of the minimal package of equipment and teaching materials needed to implement the new curriculum and school supply with these aid materials (based on this package).

217 After any potential complain from the publishers, the textbooks approved are processed, printed and are ready to be distributed to schools. For more information about the process of drafting new textbooks, refer to the report: Quality of textbooks in Kosovo, KEEN (2019) http://www.keen-ks.net/site/assets/files/1466/cilesia_e_teksteve_shkollore_ne_kosove_alb-1.pdf

218 According to the Action Plan, in 2017 schools would be provided with: 1000 smart TVs, 2200 laptops; 2018: 2000 smart TVs, 2200 laptops; 2019: 2000 smart TVs, 2200 laptops; 2020: 2000 smart TVs, 2200 laptops; 2021: 2000 smart TVs, 2200 laptops). According to the Action Plan, until the end of 2019, 5,000 other classrooms will be equipped with smart TVs.

219 160 beneficiary schools part of the ESIP project, financed by the World Bank, received different technology equipment and other didactic materials; 23 beneficiary schools part of the project "Teach me" were equipped with 5-10 Smart TVs to implement digital teaching, whereas for 9 beneficiary schools, part of the project "Teach me", LAN has been installed and internet connection is pre-paid for two years for 2 schools, 1 school in Shtime and 1 school in Drenas. With the support of the ASSET program, implemented by the KEC and financed by the USAID, Makerspaces were established in 16 gymnasiums, including: 3D printer, CNC laser, CNC router, 2 x TV, 4 x tablets, pocket lab, digital microscope, soldering station, digital cameras, hand tools, sewing machines, musical instruments, etc. used in project based learning.

220 With the GIZ support, as part of the CDBE project.

2.5.4. Activity Implementation Matrix - Teaching and Learning

Strategic Objective SO5: Maximising learning through quality teaching, implementing the competency-based curricula, and using high quality teaching resources

Result 5.1. The competency-based curriculum is implemented in all schools of the pre-university education level in Kosovo

Activities	Scheduled time	Implementation period	Clarification
5.1.1. Developing the curriculum and syllabi according to grades and subjects	2017-2020	2017- on-going	As per the Action Plan timeline
5.1.2. Developing training programmes and training materials.	2017	2017- on-going	
5.1.3. Training of teachers from all schools for implementation of the new curriculum	2017-2021	2017- on-going	As per the Action Plan timeline
5.1.4. Training of directors, municipal education officials and inspectors on the implementation of the new curriculum	2017-2019	2017	The focus of trainings delivered in 2017 was in MEDs and school directors, but not EIs. There was no activity in 2018 and 2019.
5.1.5. Informing parents about the process of new curriculum implementation and continuous consultation with them	2017	-	No initiative from the MEST.
5.1.6. Systematic monitoring of the new curriculum implementation by the school, municipal and central level	2017-2021	-	No data exist.
5.1.7. Continuous reviewing of the new curriculum	2019	2019- on-going	The KPI report is expected in November 2019.
5.1.8. Organising the assessment for curricular stages	2018-2021	2019	With numerous challenges.

Result 5.2. Textbooks and other teaching materials are drafted for all grades and subjects

Activities	Scheduled time	Implementation period	Clarification
5.2.1. Defining new textbook development process	2017	2018	The process started later than planned, in 2018, causing delays in the whole cycle of textbook preparation.
5.2.2. Developing textbooks for all subjects and grades in general education	2017-2021	2018-ongoing	The process started later than planned.
5.2.3. Teacher training for the development and use of electronic materials	2017-2021 ²²¹		No data exist.

Result 5.3. All schools are equipped with ICT equipment and other necessary teaching aids for successful implementation of the new curriculum

Activities	Scheduled time	Implementation period	Clarification
5.3.1. Providing access to broadband Internet for all schools	2017-2021	2017-	Provided in most of the schools, but its use in learning process is limited.
5.3.2. Providing schools with computers and ICT infrastructure and other necessary aids	2017-2021 ²²²	2017-	A modest contribution as part of projects financed by donors, but not in line with the timeline foreseen.
5.3.3. Development of plans for ICT equipment maintenance and updating	2017-2021	2017-	In 2019, 20 schools (in 7 municipalities) were supported in establishing media clubs and equipping them with the necessary equipment package ²²³ .
5.3.4. Promoting the use of personal ICT equipment	2017-2018	-	There is no progress achieved.
5.3.5. Subsidising laptops for teachers	2017	-	There is no progress achieved.
5.3.6. Providing schools with the necessary teaching aids to implement the new curriculum	2017-2021	-	There is no progress achieved.

221 2000 teachers per year

222 2000 smart TVs and 2200 computers every year.

223 As part of ASSET project, financed by the USAID.

2.5.5. The progress achieved against defined indicators

SO 5 Teaching and Learning : Maximising learning through quality teaching, implementing competency-based curricula and using high quality teaching resources

Indicators	Basis	Target	Achievement	Clarification
Number of directors, deputy directors, municipal education officials and inspectors trained on new curriculum implementation	All directors and deputy directors from the pilot schools (around 120), around 30 municipal officials, 17 education inspectors ²²⁴	1,500	In 2017: 7 regional meetings with school directors, MEDs and other education representatives in regards to information about the new curriculum	No special trainings for education inspectors were offered.
Reduction in the percentage of 15 years old students with a non-satisfactory performance in reading, Maths and sciences	-		No data exist.	PISA 2018 test results are not published yet.
Number of teachers trained to develop and use electronic materials	1,800 (viti 2014) ²²⁵	10,000	No data exist	
Percentage of schools with a broadband Internet access	37.9% (2014); 413 of 1,096 schools ²²⁶	90%	High, but no specific data exist.	Its use in learning process is low.
Computer - student ratio	1:46 (2014) ²²⁷	1:30	No data exist	According to OECD data for the year 2018, 14% of students have access to computers.

²²⁴ Information from the KPI, provided on 13 May 2016.

²²⁵ KESP Annual Evaluation Report 2011-2016, p. 109.

²²⁶ Ibid, p. 108.

²²⁷ Ibid p.8, 18, 107, 108.

2.5.6. Conclusions and recommendations - Teaching and learning

Institutional consolidation to comply with all the functions related to the implementation, monitoring and accountability with regard to curriculum reform implementation should be addressed with priority by all levels.

CORE CURRICULUM SHOULD OFFER THE PLATFORM REQUIRED TO IMPLEMENT THE KEY PRINCIPLES DEFINED WITH THE CURRICULUM FRAMEWORK. As such it should define not only the expectations in regards to concrete and measurable student achievement at the end of curriculum levels, but also provide clear expectations and orientations in regards to planning, implementation and assessment of all educational processes (not only the learning process) for every curriculum level, establishing a general framework for school operation. Such an approach would encourage the innovative energy of teachers and schools and would enable the validation of school based positive initiatives. As a result, a balanced combination of quality control would be achieved, based on clear expectations with flexibility in applying different pedagogical solutions at school level for competency development²²⁸.

INITIATION OF A STUDY FOR THE POSSIBILITY OF OFFERING MODULAR LEARNING. Prolongation of lesson hours in 60-90 minutes is a quite widely used practice in the OECD countries. This due to scientific findings that are in favour of such approach for an interactive learning and development of competencies, therefore an analysis of possibilities to apply modular learning would define the potential approach that could be used in Kosovo. Prolonged lesson hours or modular learning can avoid ergonomic and health issues resulting from students' heavy school bags.

REVIEW OF STANDARDS AND INDICATORS FOR TEXTBOOK EVALUATION. Based on teachers' concerns evidenced in the reports addressing textbooks,²²⁹ but also in the first reaction of schools towards new textbooks, standards and indicators for textbook evaluation should be reviewed, paying special attention to certain aspects related to textbook quality.

228 The report on the Challenges in implementing curriculum reform in pre-university education in Kosovo, published in 2018, concludes that there is an abstraction of curriculum area and curriculum level in the Core Curriculum (consequently school experience in implementing the curriculum). This is obvious in the aspect of teaching processes planning and student performance assessment. For more, see Lindita Boshtrakaj (author), Ema Rraci, Kushtrim Bajrami (2018). Challenges in implementing curriculum reform in pre-university education in Kosovo, KEEN, 2018 http://keen-ks.net/site/assets/files/1444/sfidat_e_zbatimit_te_reformes_kurrikulare_alb-1.pdf

229 Including:

- KEEN (2019). Quality of textbooks in Kosovo.
- YIHR (2017). Discriminatory language in textbooks - An analysis of upper secondary education textbooks;
- BIRN (2013). Textbook problems and shortcomings - An analysis of low secondary level textbooks in Kosovo (grades VI, VII, VIII, IX) - a review of issued raised in the study of 2010;
- BIRN (2010). Textbook problems and shortcomings - An analysis of low secondary level textbooks in Kosovo (grades VI, VII, VIII, IX);

DRAFTING OF RELEVANT GUIDELINES FOR PUBLISHERS/AUTHORS OF TEXTBOOKS on the implications of Curriculum framework in textbooks and planning a training program for them is indispensable.

INSTITUTIONAL AND LEGAL FRAMEWORK FOR DRAFTING, ASSESSING, APPROVING AND PUBLISHING TEXTBOOKS SHOULD BE AMENDED AND HARMONISED to increase the quality of textbooks²³⁰.

THE COORDINATION BETWEEN THE MEST, MEDS , SCHOOLS AND PUBLISHING HOUSES SHOULD BE STRENGTHENED to ensure that existing financing resources are used effectively and efficiently to improve design, production and dissemination of textbooks and other teaching materials.

Kosovo also should take into consideration the possibility to adapt international textbooks. As part of textbooks package, special attention should be paid to Teacher's Books. Compared to other OECD countries, Kosovo implements quite a conservative policy in textbooks. Books are mainly defined by the central level and teachers and schools believe that it is not in their domain of authority to engage in this direction. In most of the OECD countries, teachers, schools and school councils are actively engaged in contributing to textbook selection and offering alternative textbooks.²³¹

More engagement is needed also in supplying schools with the ICT tools and other teaching materials, needed to implement the new curriculum successfully, as foreseen with the KESP. Therefore, the definition of the ICT tools standard package and other teaching materials needed to effectively implement the curriculum in schools should be addressed with priority.

230 Quality of textbooks in Kosovo, KEEN, 2019, p. 28. April, 2019. http://www.keen-ks.net/site/assets/files/1466/cilesia_e_teksteve_shkollore_ne_kosove_alb-1.pdf

231 Annual Evaluation Report 2018 of the Kosovo Education Strategic Plan 2017-2021, Annual Evaluation Report on the Implementation of the Kosovo Education Strategic Plan of Kosovo 2017-2021 and strategic objectives, pg. 117. MEST, 2019.

VOCATIONAL EDUCATION AND TRAINING AND ADULT EDUCATION



2.6 SO6: Vocational Education and Training and Adult Education

Vocational Education and Training and Adult Education is the sixth strategic objective in the KESP aiming to align vocational education with labour market demand in the country and beyond and create an open education system for adults. 9 expected results, 43 strategic measures and success indicators to monitor their implementation have been defined for this strategic objective. Activities to implement the measures have been summarized in an action plan and the budget needed for their implementation has been calculated. The budget for the area of vocational education and training amounts €6,772,946 or 3.9% of the total budget of the KESP 2017-2021.

The main priority in this area is to create a better relation between study programs and labour market needs, develop a special core curriculum for the VET aligned with the KCF, to ensure systematic provision of quality practical learning and professional practice, to ensure sustainability and further development of Competency Centers and to create an efficient and quality system of education for adults.

The results expected in the strategic objective for Vocational Education and Training and Adult Education include:

- 6.1. *All vocational profiles provided in VET schools are aligned with labour market needs;*
- 6.2. *The enrolment of students in deficient profiles has increased by 30%, while the enrolment of female students in technical profiles has increased by 20%;*
- 6.3. *Teaching and learning materials are developed for at least two specific vocational subjects for all priority profiles;*
- 6.4. *VET and adult education curriculum is aligned with the requirements of the Pre-University Education Curriculum Framework and the National Qualifications Framework;*
- 6.5. *All students of vocational schools carry out practical learning in school, and professional practice outside school in line with the curriculum;*
- 6.6. *Career guidance and counselling is functional in the education system for students and adults;*
- 6.7. *Vocational Education and Training institutions and adult education providers have full financial and managerial autonomy;*
- 6.8. *Human and infrastructure capacities for the management of adult education exist;*
- 6.9. *Education offer for level 5 qualifications has increased.*

2.6.1 Enrolment trends in vocational education

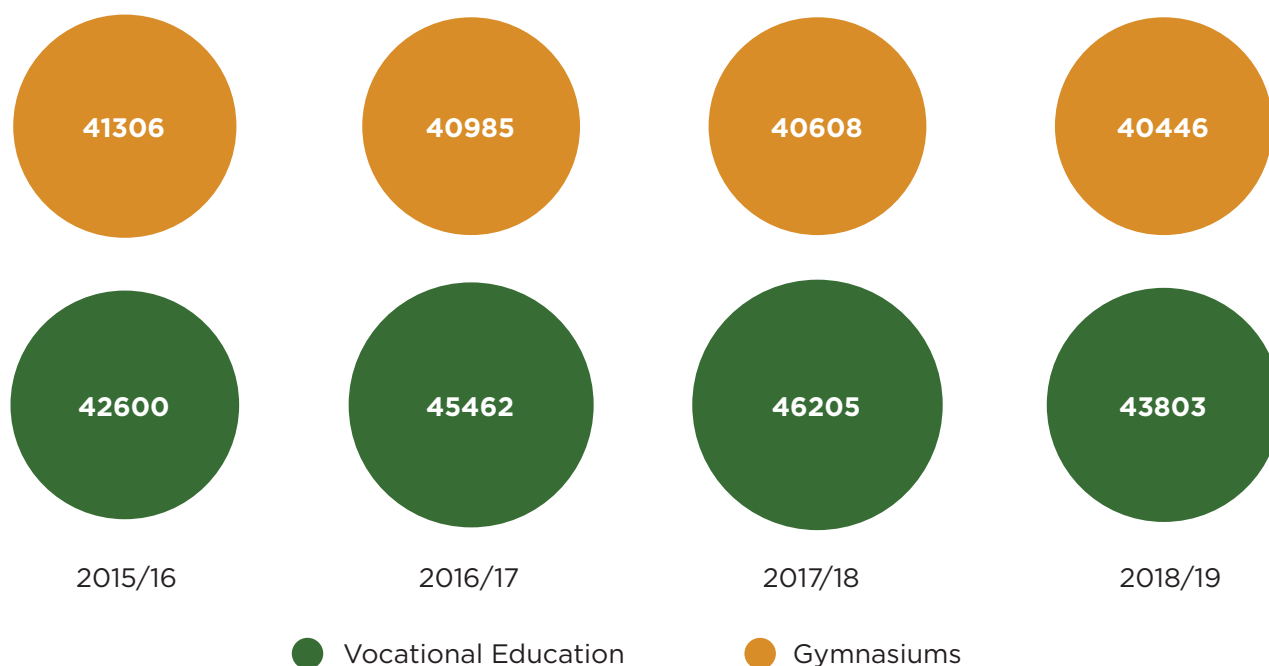
The interest of youth on vocational schools increased over the last years. The statistics for the year 2018/2019 show that 84,249 students have been enrolled in upper secondary level, of them 43,803 students have been enrolled in vocational schools compared to 40,446 students enrolled in gymnasiums. Based on MEST statistical data, 52% of students in upper secondary education attend one of 122 profiles and 68 secondary vocational schools and Competency Centers. In regards to gender, the data show that compared to girls, boys are inclined to enroll in vocational education schools. Therefore, education statistics for the year 2018/19 show that the

number of boys enrolled in VETs schools is 25,887 compared to the number of girls 17,916. Gender Parity Index in the school year 2018/19 is 0.69, presenting a slight increase compared to the initial situation defined in the KESP. Most of professional schools are managed by respective municipal authorities, whereas the number of teachers in vocational schools is 3,154, of which 1,287 are female.

Although the latest data show an increase in the number of students enrolled in vocational schools and position Kosovo close to the average of the EU developed countries, vocational schools continue to be a second choice, especially for students who could not enrol in gymnasiums. There is no specific enrolment criteria in vocational schools and this makes it attractive for students with low results or students that are not able to enrol in gymnasiums.

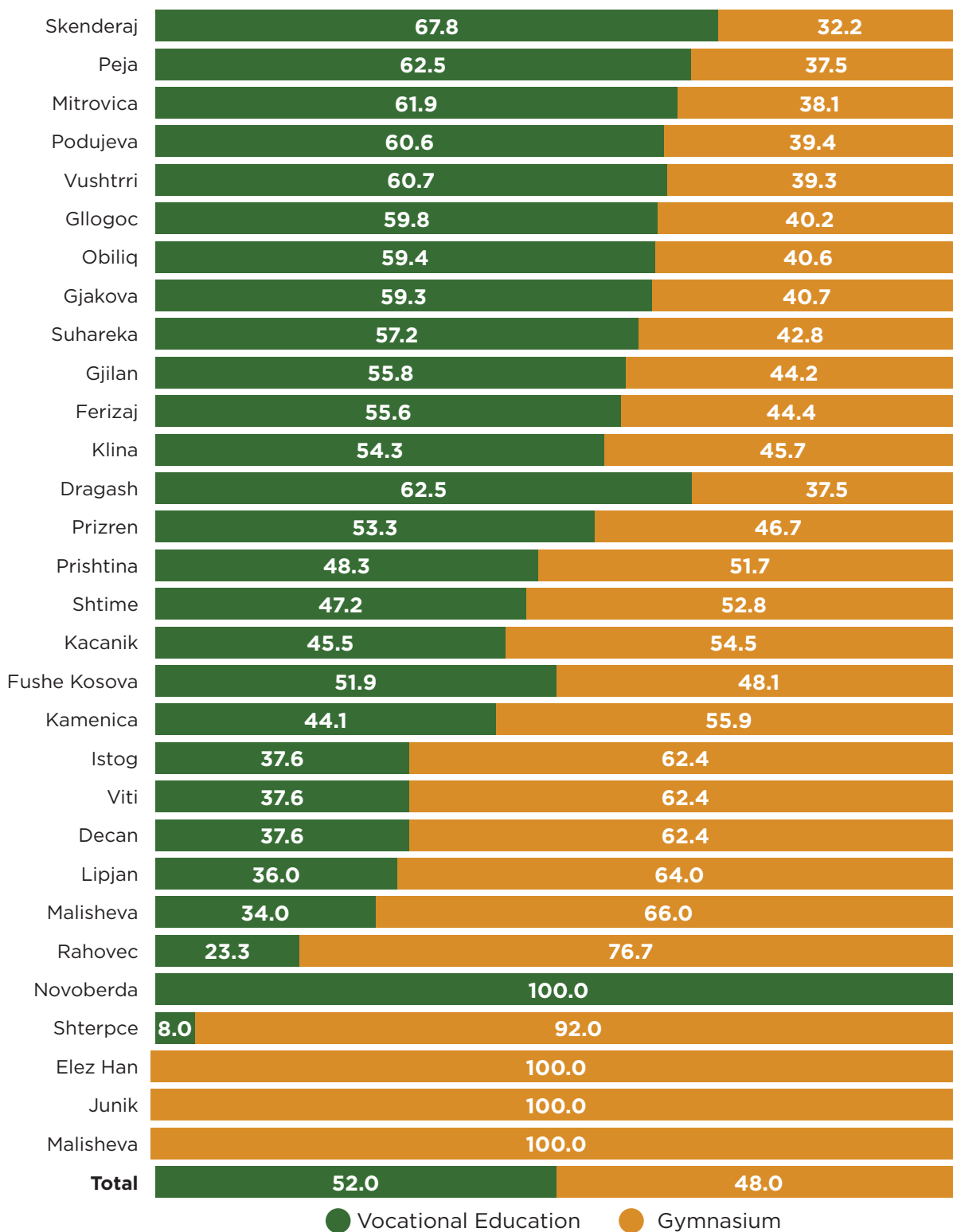
Moreover, the last changes in student enrolment in vocational education may be attributed to other factors, namely the opportunities to migrate after visa liberalisation in labour markets in European countries in need for workers with technical skills. In the Graph 3 and 4, it is noted that over the last years students' orientation towards professional upper secondary and gymnasiums has been balanced.

Chart 3. Number of students in upper secondary education 2015-2018



Source: MEST, Education Statistics 2018/19

Chart 4. Rate of students in upper secondary education by municipalities 2018/19



Source: MEST, Education Statistics 2018/19

2.6.2 Aligning profiles with the labour market needs

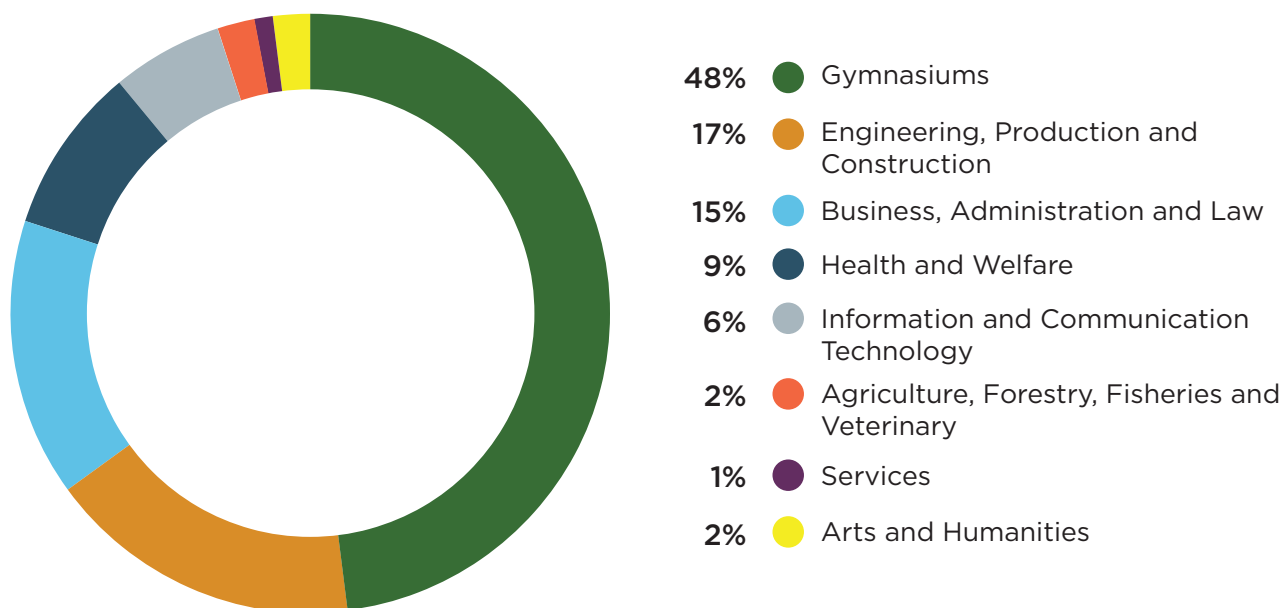
The activities foreseen in this result include updating the labour market information system in order to analyze and improve the mechanisms for identifying and anticipating the need for skills and planning the VET and AE system, review of profiles provided in VET schools and alignment with the current market needs, development of standards for provided vocational programs, needs analysis at central and local levels to meet the conditions in providing profiles from the revised list and capacity building of VET schools for preparation of the self-evaluation report and accreditation procedures.

From the Graph 5 and 6, it is noted that the most required profiles by students are in the area of engineering, production and construction, with 14,534 students (23.3% girls) and the area of business, administration and law, with 12,381 students (46.5% girls). These two areas include around 61.4% of students enrolled in vocational education and 51.1% of all girls enrolled in vocational schools.

Other required profiles include the area of health and welfare with 8,022 students (68.5% girls), and the area of information and communication technology, with 4,772 students (29.1% girls). These two areas include around 29.2% of students enrolled in vocational education and 38.4% of all girls enrolled in vocational schools.

1,541 students (34.8% girls) are enrolled in profiles in the area of agriculture, forestry, fisheries and veterinary, 1,448 students (68.5% girls) in Arts and humanities and 1,087 students (29.3% girls) in the profiles in Services. These three areas include around 9.3% of students enrolled in vocational education and 10.5% of all girls enrolled in vocational schools.

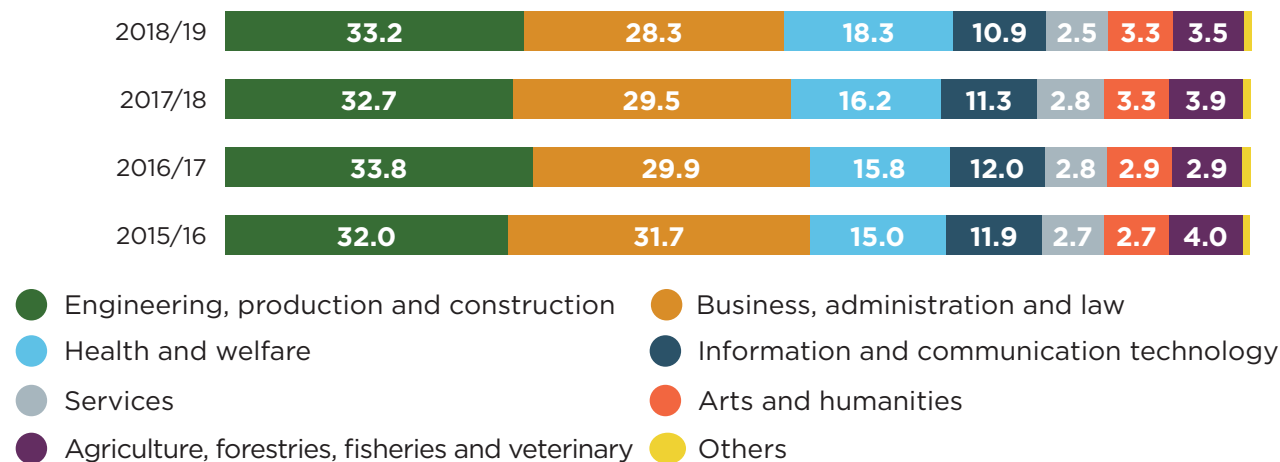
Chart 5. Orientation of students in upper secondary education by study areas ISCED 2018/19



Source: Data provided by the MEST, EMIS 2018/19

Over the years, the number of students enrolled in VETS increased and more youth is enrolling in professional education schools compared to gymnasiums. From the analysis of student orientation by profiles/study area, it is noted that the most preferred study areas include engineering, production and construction, followed by business, administration and law and an increased orientation towards health and welfare area. Student general orientation in the area of agriculture, forestry, fisheries and veterinary and the area of services is low.

Chart 6. Rate of VET students by study areas (ISCED) 2015 - 2018



Source: Data provided by the MEST, EMIS 2018/19

In the end of 2018, the Ministry of Labour and Social Welfare in cooperation with the United Nations Development Program (UNDP), and with the support of the Enhancing Youth Employment (EYE) project, prepared and launched the Labour Market Information System, which aims to provide information in regard to employment and career for students, unemployed, job seekers, parents and career counsellor, collecting data from the Kosovo Agency of Statistics (census data, Labour Force survey) from the MEST (education statistics), MLSW (registered unemployed, social assistance beneficiaries, vacancies, etc.), from the Tax Administration (official employment data), MTI (business registry) in a joint platform to offer updated information on the trends in the labour market in Kosovo. In addition, career information module has been added in the system, providing information on the economic sector and trends in professions; information about the skills in demand and professional content, information on learning opportunities (education and professional training offers); information on current formal economy and working positions, vacancies and working conditions and information on other employment opportunities, such as self-employment and entrepreneurship.

In addition, the MEST platform for professional orientation “Busulla.com” has been launched, providing information on the labour market, including education, vacancies, etc. Among others, the platform offers the option of performing digital surveys on analysis and the need for trainings, and analysis of the need for skills and knowledge. Through an easy to use method, businesses can present the gaps in their employees’ skills.

One of the challenges of vocational education and training is the mismatch between the curriculum content

and market needs, resulting in a mismatch between the skills required and the ones offered in a market economy. There is a general concern that vocational schools provide profiles that do not match with the labour market needs.²³² In this regard, to match trainings and skills offered and labour market needs, with the support of international partners and development agencies, in 2017 initiatives were taken by the ALLED project to develop a methodology for the development of a sector profile and categorization of profiles offered in vocational education as per the ISCED-F.²³³

The methodology for the development of sector profiles is an instrument that provides information on labour market - demand structure and supply with skills in a national environment and also is an instrument that promotes the development of standards of profession and qualification based on labour market needs. However, due to lack of human resources in one of the potential responsible institutions (MEST or MLSW), there was no follow up or activity sustainability.²³⁴

In 2017, steps were taken to review and draft some profiles. Five (5) profiles of Level 3 and 4 in the area of agriculture and mechanical engineering were revised and drafted with the support of the ALLED project. Some other profiles were researched in 2018, such as food processing and packaging, outsourcing of services for information technology and the center for consumer support, metal and wood processing, textile and tourism. In 2019, the MEST groups for the development of module-based curriculum drafted the draft core curriculum and described the modules for the grade 10 for vocational schools in these profiles: metal-worker, water and sewage installer, heating and air conditioning installer, auto mechanic, metal processing, wood processing, electrical installer, construction, architecture, banking, finance and insurance, accounting, tax and auditing, as well as marketing. This curriculum started to be piloted in the beginning of the school year 2019/2020 in 20 vocational schools.

In an analysis prepared lately by the ALLED 2 project, concerning data have been provided, showing the mismatch between skills attained in the VET schools and skills required in the labour market. Based on this analysis, 92 of 122 profiles offered in vocational schools are not based on professional standards, meaning that more than 77% of the VET profiles offered are not based on labour market needs. Findings show that potentially only 8,640 or 20% of VET students can benefit from the 28 profession standards approved at national level. Despite the fact that currently there are 28 profession standards approved by the Vocational Education and Training and Adult Education Council, not all VET programs are updated or drafted based on existing standards. The general number of students attending vocational school profiles that are not aligned with the profession standards is 34.011.²³⁵ The development of profession standards was financed mainly by donators. Based on the data above, it is essential for the VET quality to develop profession standards that would align and update VET programs and profiles offered for the VET students.

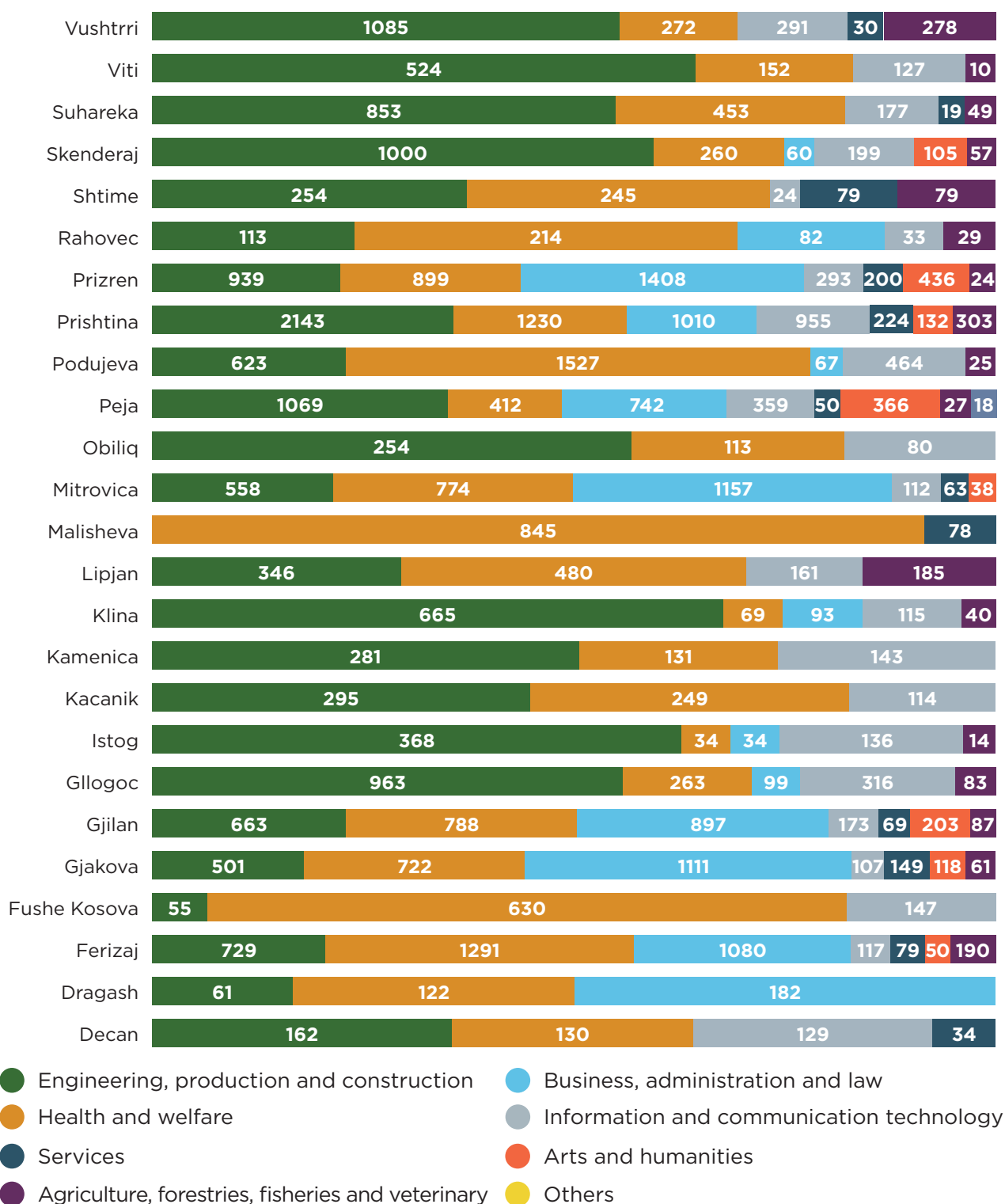
232 Market assessment for the VET skills market system - Employment prospects for work, EYE, April 2016. http://helvetas-ks.org/eye/file/repository/AAP_Market_Assessment_FINAL_eng1.pdf

233 Methodology for the development of a sector profile. ALLED. <http://www.alledkosovo.com/publications/alled-2016/Methodology-manual.pdf>

234 ALLED2, EIPP, 2019. Gjendja aktuale në Arsimin dhe Aftësimin Profesional në Kosovë: Publikim i projektit "Harmonizimi i Arsimit dhe i Aftësimit me Nevojat e Tregut të Punës 2. <http://alled.eu/wp-content/uploads/2019/12/Vocational-Edu-AL-Final-Print.pdf>

235 ALLED2, EIPP, 2019. Current situation in Vocational Education and Training in Kosovo: Published by the "Aligning Education with Labour Market Needs" 2 project. <http://alled.eu/wp-content/uploads/2019/12/Vocational-Edu-AL-Final-Print.pdf>

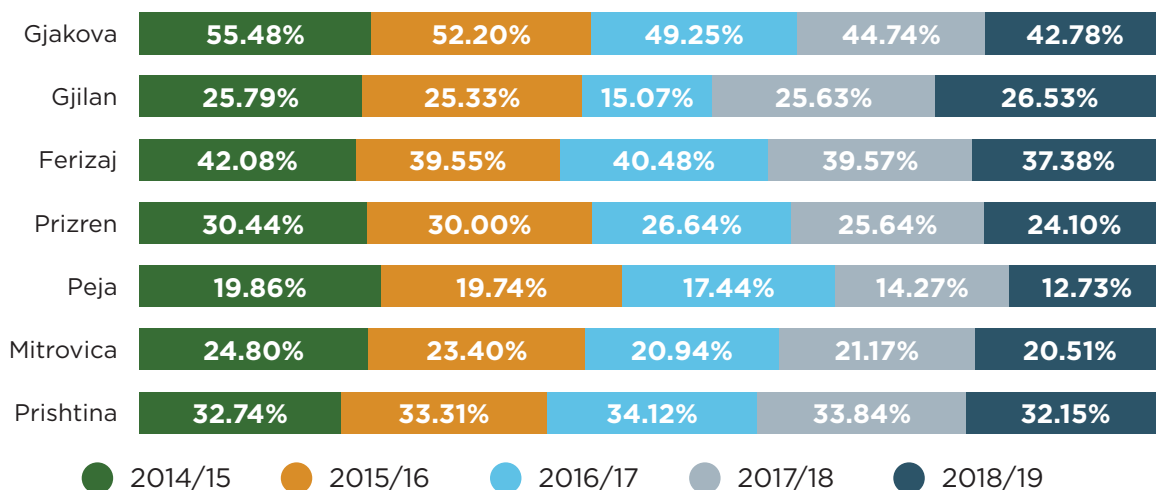
Graph 7 presents the number of students in vocational education in municipalities by areas of study in 2018/19. If we analyse the orientation of students in vocational secondary education at regional and municipal level, we may note mismatches between regional economic potential and orientation of students in vocational schools. The region of Prizren and Gjakova with a potential for the development of food industry, textile, hand crafts, tourism, livestock breeding and culture has a very low number of students oriented in profiles in the area of agriculture and services. Most of the students in these regions are oriented in health and welfare profiled business, administration and law, and engineering, production and construction. On the other hand, the region of Mitrovica with a potential for industry and agriculture development, has the majority of students oriented in profiles in the area of health and welfare, and business, administration and law. Prishtina, Ferizaj and Prizren are centers with a potential for services industry development, but the number of students in vocational education, oriented in the profiles of this area in these municipalities is under 3.7% of total number. Dragash and Istog, municipalities with a potential for agriculture development have no student attending education in the agriculture profile, whereas students in profiles in the area of engineering, health and business and law dominate.

Chart 7. The number of students in vocational education in municipalities by areas ISCED 2018/19

Source: Data provided by MEST, EMIS 2018/19

As the data show, the three areas chosen by 80% of students include: business, administration and law, engineering and construction, and health and welfare. There is a mismatch in enrolment in these three areas in the seven regions of Kosovo. For example, in the region of Gjakova, enrolment of students is extremely high in business, administration and law, whereas low level of enrolment is noted in engineering, production and construction. Whereas, in the region of Prishtina, with the most developed health sector, only a bit more than 10% of the VET students attend health and welfare profiles, compared to the region of Prizren, where more than 25% are enrolled in these profiles. Since there is no in-depth analysis about the need for profiles, it is difficult to prove the impact of differences in enrolment in the chances of graduates to get employed. However, differences in enrolment can not be attributed to trends in local economies, a fact that supports the mismatch of skills in labour market. Graph 8, 9 and 10 show the rate of students enrolled in profiles in the three most required study areas in vocational education by regions of Kosovo.²³⁶

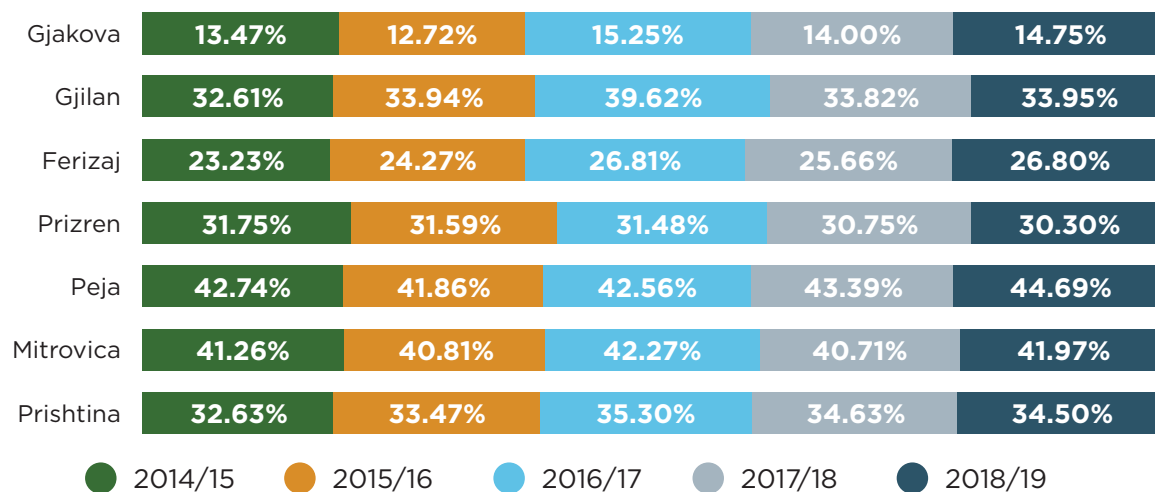
Chart 8. The rate of children enrolled in profiles in the areas of business, administration and law by regions in Kosovo 2014 - 2018



Source: Torino Process 2018-2020 Kosovo

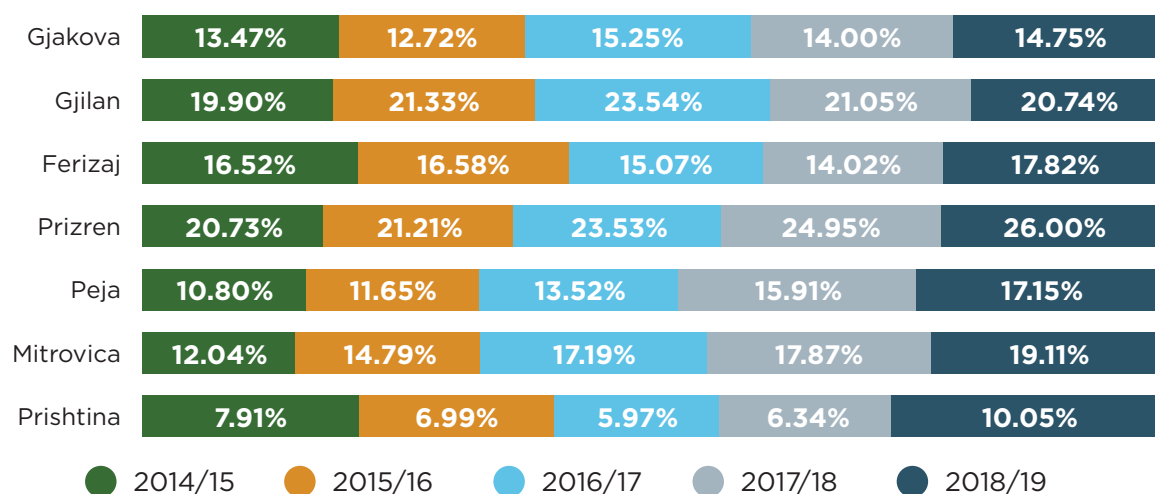
236 Torino Process 2018-2020 Kosovo.

Chart 9. The rate of students enrolled in profiles in the area of engineering, production and construction by regions in Kosovo 2014 - 2018



Source: Torino Process 2018-2020 Kosovo

Chart 10. The rate of students enrolled in profiles in the area of health and welfare by regions in Kosovo 2014 - 2018



Source: Torino Process 2018-2020 Kosovo

The baseline study report on vocational education and training in Kosovo drafted by the GIZ financed project 'YES', found that 83% of all vocational schools prepare an annual assessment report and submit it to the National Qualification Authority (NQA). Almost 88% of vocational schools have a quality coordinator, but in many cases, the quality coordinator has limited time to accomplish this responsibility, having a teaching norm

of more than 50%. Self-assessment reports and improvement plan stick to a model described by the NQA and most of the vocational schools pay no importance to self-assessment report or improvement plan, since there is no aligned feedback mechanism by the NQA and it rarely visits vocational schools, apart from vocational education and training institutions accredited or in the process of being accredited. Vocational schools managed by MED and AVETAE are not accredited.²³⁷

The Vocational Education and Training and Adult Education Council (VETAEC), established to function as a counselling body for the policies on vocational education and training and other responsibilities related to profession standards at national level, is not functional for more than two mandates and the professional standard development coordination and approval is implemented by the VET department within the MEST. Moreover, the Law on Vocational Education and Training foresees to have a by-law issued by the MEST to regulate the work of the Council, but the by-law is not yet drafted/approved by the MEST.²³⁸

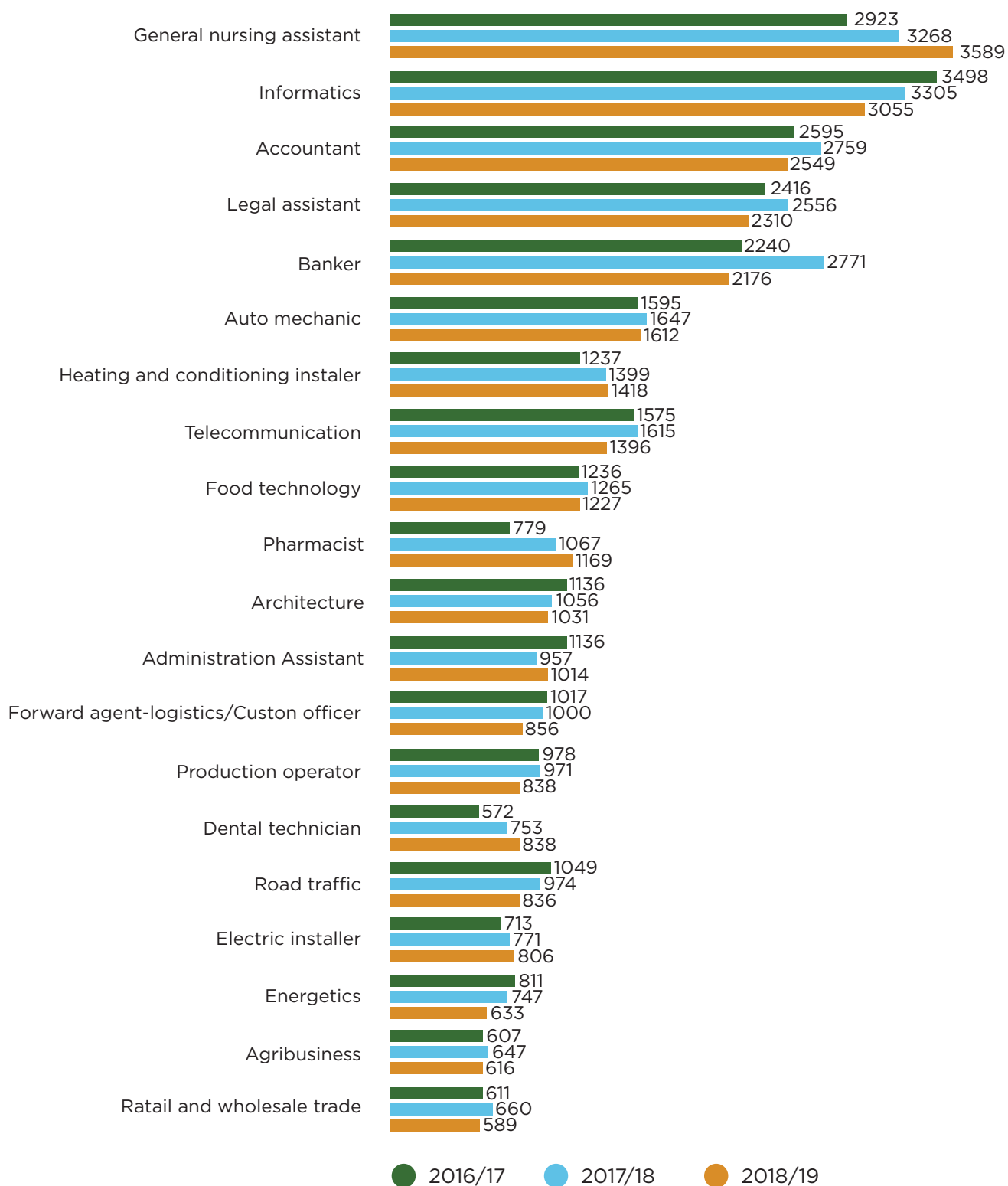
2.6.3 Guidance toward deficit profiles and participation of girls in technical profiles

As part of the result, it is foreseen to have awareness raising campaigns launched and regular presentations in VET schools for students of grade 8 and 9 by the industry, an incentive structure created by the government and businesses to support education in deficit profiles and for girls in technical profiles, and implementation of TV shows and publication of articles on success stories of women in technical professions.

In 2018/19, the highest number of students in vocational education was in the following profiles: general nursery, informatics, accountant, legal assistant, banker and auto mechanic. Profiles with a higher tendency to be of interest for students compared to 2016/17 include general nursery, heating and air conditioning installer, pharmacist, dental technician and electric installer. Graph 11 presents the 20 most VET preferred profiles for the period 2016 - 2018.

237 GIZ, Baseline study report - Vocational Education and Training in Kosovo. https://yesforkosovo.org/wp-content/uploads/2019/07/GIZ_Layout_Report_AL.pdf

238 ALLED2, EIPP, 2019. Current situation in Vocational Education and Training in Kosovo: Published by the "Aligning Education with Labour Market Needs 2project. <http://alled.eu/wp-content/uploads/2019/12/Vocational-Edu-AL-Final-Print.pdf>

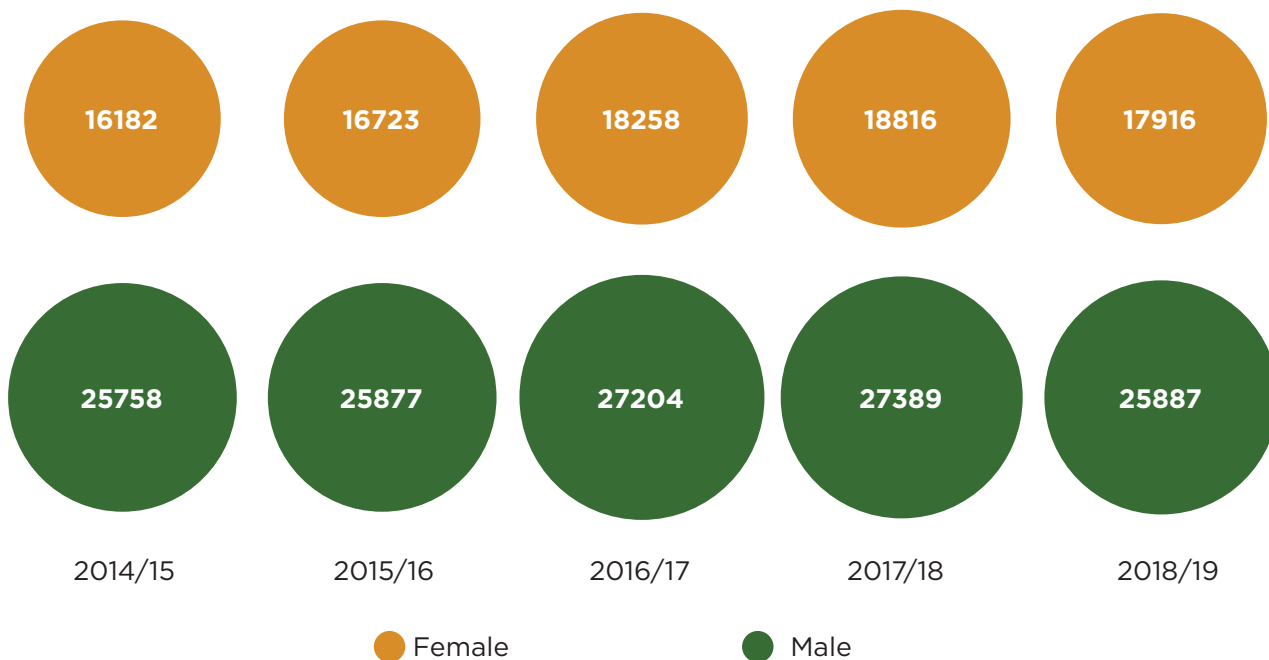
Chart 11. Number of students in 20 most preferred VET profiles 2016 - -2018

Source: Data provided by the MEST, EMIS 2018/19

In 2018/19, there were 20,204 students or 46.12% of total number of students in VET enrolled in deficit profiles. The KESP has not defined the deficit profiles, but in this evaluation these profiles are included: energetics, informatics, electric machines, telecommunication, office equipment repair, industrial electronics, consumer electronics, mechatronics, electric installer, rail traffic, road traffic, catering assistant, restaurant assistant, cooking, tourist assistant, mineral generation, metal processor, geologist, miner, recycling technology, rubber and plastic technology, construction material technology, car mechanic, welder, heat and air conditioning installer, production operator, tool maker, metal worker, auto mechanic, water and sewage installer, geodesy, construction, food technology, horticulture, confectioner, tailor, vegetable growing, arboriculture and vineyards, livestock breeding, veterinary, plant protection, carpentry, farmer, meat processing, fruit and vegetable processing, agribusiness, low construction, high construction, energy, climate and environment, information technician, hotel and tourism services, information technology services, dental technician, pharmacy technician, travel and tour groups guide, physiotherapists, computer driving, road traffic, road transport and software designer.

Around 41% of students in vocational education are girls. This rate of participation increased in 2018/19 compared to 2016/17 with 40% of girls in vocational education.

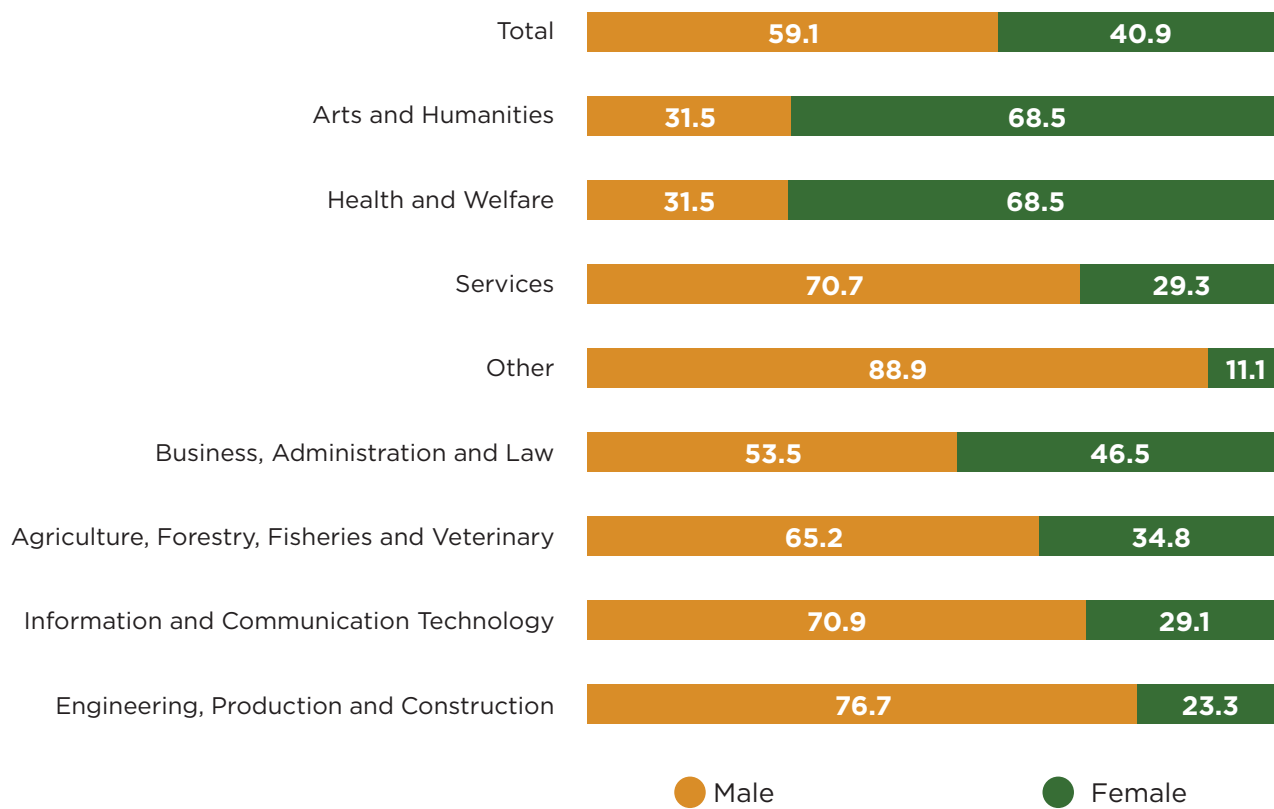
Chart 12. Number of VET students by gender 2018/19



Source: MEST, Education Statistics 2018/19)

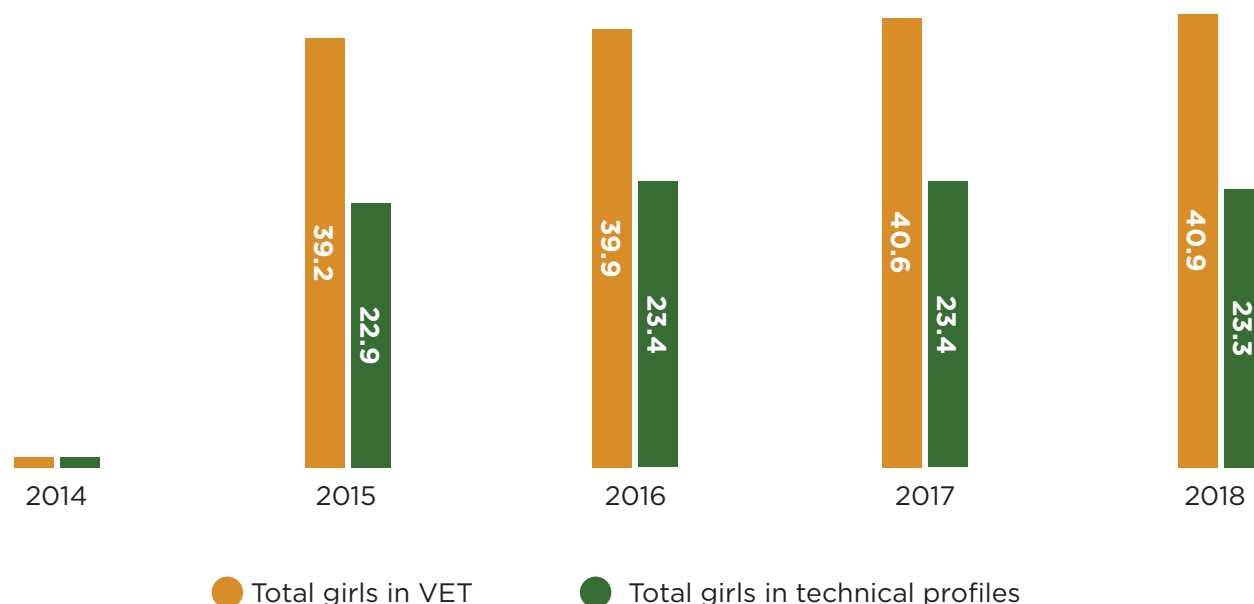
From the gender analysis of orientation in vocational education, it is noted that there is a tendency of girls' orientation in profiles in the area of health and welfare, and business, administration and law. Boys have a tendency to orient in profiles in the area of engineering, production and construction.

Chart 13. Rate of VET students by gender and study areas (ISCED 2018/19)



Source: Data provided by the MEST, EMIS 2018/19

There are 3,391 girls attending technical profiles (engineering, production and construction) in 2018/19 and, compared to the general number of students in these profiles, the rate of girls in technical profiles results to be 23.3%. Gender parity index in technical profiles is 0.30.

Chart 14. Rate of girl students in VET and in technical profiles 2018/19

Source: Data provided by the MEST, EMIS 2018/19

During the period 2017-2019, career and vocational education and training fairs were organised annually in cooperation with the MLSW, whereas at school level open days and training companies fair were organised. These activities have been planned as campaigns to promote vocational education and vocational schools. However, no initiative has been taken yet to create a joint fund from the government and industry to support the education of students in deficit profiles and girls in technical profiles.

2.6.4 Curricula and teaching materials in VET

Activities such as: development of the core curriculum for vocational education, training of curriculum developers in VET on modular curricula, development of final exam tests for certain vocations provided in vocational education and review of the administrative instruction for vocations final exam.

Harmonization of VET curricula and adult education with the pre-university curriculum framework and the national qualifications framework is an important measure of KESP. The pre-university education curriculum framework is the umbrella covering all pre-university education in Kosovo, in terms of defining the competencies to be achieved. The Curriculum Framework and the National Qualifications Framework was harmonized at the time it was drafted, therefore there is no conflict between these two documents. This conflict can very easily be caused by the Core Curriculum of Vocational Education if it fails to reflect the requirements of the Curriculum Framework.

Despite the fact that the new VET curriculum has been one of the main objectives for several years in a row, the VET curriculum is still not in place. The vocational education core curriculum document started being

drafted in 2017 by a working group comprised of MEST and vocational school representatives and has not yet been completed. The development and approval of the core curriculum in vocational education should also have included the review of the core curriculum of profiles in all fields of study. Vocational education profiles should be reviewed in order to include the vocation's competencies in the curriculum, teaching staff and infrastructure. Delays in the drafting/approval of the VET Core Curriculum result in VET programs not being adapted to labor market needs, which further impedes employment of students that attend vocational education and training.

In addition, the Administrative Instruction for the Final Vocation Exam has not been reviewed and no efforts have been made to develop final tests for certain vocations.

For the outcome/result, the collection of good models of existing teaching materials prepared by teachers of different profiles, increasing the capacity of teachers to develop teaching materials that cover at least two vocational subjects from each economic sector, development of teaching materials for at least two vocational subjects for the economic sector, development of teaching materials of general fields and training of teachers on the use of electronic platforms have been envisaged.

One of the problems continuously raised in the VET performance system is the poor quality and the lack of teaching materials in most of the profiles. During 2017/18, teaching materials were developed for several profiles: such as physiotherapy, mechatronics, food technology, agriculture, mineral processing and medicine. In 2019, other teaching materials for vocational modules were also drafted. The manual for the development of teaching materials has been developed and trainers have been trained on how to work with other teachers in developing and drafting teaching materials. During 2018, guides to teaching methods in vocational secondary schools, a guide for teacher pedagogical trainings, teaching material for the profile of entrepreneurship development, teaching material for the profile of heating installer, teaching material for the profile of fashion design, guide to analyzing vocational schools for the drafting of school development plans and teaching material for the profile of construction.

There are cases when teachers receive materials from different sources and adapt them to their needs. In competence centers, the situation is better, because profiles have been developed with the support of donors, and thus teaching materials have also been developed. However, even in these cases the materials have not been reviewed and updated. Moreover, the quality of teaching is considered a big obstacle in most vocational education schools. Teaching and learning methods are theoretical with limited access to practical learning in schools. As it is now regulated, the theoretical part of the curriculum is subject-based, with lessons taught in classroom and practical training provided in school workshops. Vocational schools lack teaching and learning materials, which impedes the provision of quality and effective teaching.

In cooperation with development partners, MEST trained a number of teachers on the use of various electronic platforms. Teachers have been trained on the potentials of using the platforms Microsoft, E-Education, E-Matura and Busulla.²³⁹

239 MEST, 2018. Annual Assessment Report of ESPK.

The data collected by 2019 indicate that there are delays in the implementation of several VET processes: working groups for the selection of existing materials for each economic sector have not yet been established, and neither the groups of authors for textbook for professional subjects have been established.

2.6.5 Internship and professional practice

Within this outcome, the development of instruments that stimulate companies to admit students for internship, the development of regulations on the protection of students' health during internship, the training of the office personnel for cooperation in the field of economy, supplying the workshops of 15 vocational schools with equipment, signing cooperation agreements with companies for student internship and their implementation, and drafting of bylaws that determine the criteria for establishment of public-private partnership in the field of vocational education.

The concept of vocational education and training is built on practical learning in school and internship in enterprise. Practical learning in school and internship in enterprises remains one of the topics discussed for a long time, however with no satisfactory results. In recent years there is an improvement in student participation in professional practice as well as an improvement in school-enterprise relations, however there are still issues in this regard. As a result of the lack of professional practice, students fail to get prepared for the labour market and develop their practical skills.

During 2017-2019, workshops on building a school-enterprise cooperation platform have been envisaged, but they have not been held. Instead, many information trainings for VET schools on the instruments deriving from the platform Busulla.com have been conducted. Furthermore, training programs for teachers on career counseling have been developed and interventions in new career centers in Kacanik, Ferizaj, Gjakova, Viti, Vushtrri, Prishtina, Prizren and Peja have been made, and around 40 companies and 100 students have been involved in vocational schools where pilot work-based learning is taking place.

To support the implementation of professional practice for students of vocational education, in the schools year 2018/19 additional budget of around 1 million EUR has been allocated. The additional budget foreseen for vocational schools is forecasted for the training and certification of professional practice instructors at school and enterprise levels, accident insurance during the professional practice in enterprises, protective equipment, the purchase of raw material to conduct professional practice in vocational school workshops.

In 2019, the Administrative Instruction on Work-based Learning has been drafted, which regulates organization, implementation and evaluation of students/candidates during work-based learning; however this has not yet been approved. Also, the regulation on protecting students' health while conducting practical learning at school and workplace has not yet been approved. This regulation was drafted in 2019 and is currently pending approval.

Other activities carried out are: drafting of the program for three qualifications, Workplace instructor (level 3 of KCC), vocational education and training and adult education instructor - Master trainer (level 5 of KCC) and Company trainer (level 4 of KCC). MEST in cooperation with GIZ/YES conducted the training and certification of 197 persons, including 138 companies for the component of "Training in the Company" (On-

the-job training). School instructors and representatives of enterprises whose primary purpose is to conduct internship in enterprises, thus aiming to maximize students skills, have been trained. In addition, 140 students of vocational secondary schools have been trained on "soft skills", which are considered among the horizontal skills that vocational school graduates lack. In addition to these trainings, 60 students completed the three-month internship program in retail enterprises.

Some activities foreseen in the action plan, which can affect the better functioning of vocational schools, have not been implemented during the period 2017-2019. So far no instrument developed to stimulate enterprises to accept students for internship is available. Also the transportation of students and instructors traveling to conduct internships in enterprises is not provided, with the exception of some municipalities that covered these costs. Other activities that have not been carried out are: students institutionalized insurance payment, establishment of three school workshops for different professional profiles and drafting of the document with the criteria for establishing public-private partnerships in the field of education.

During the period 2017 – 2019, a large number of enterprise cooperation agreements have been signed for the acceptance of students in professional practice, but there is no accurate data on the agreements nor accurate reporting on the level of their implementation in practice. Cooperation agreements between enterprises and vocational schools are written in general and express the willingness of partners to cooperate to a certain extent. However, the obligations that the company should meet to develop competency-based skills and the obligations of students during the practice are not mentioned.²⁴⁰

Vocational schools have mainly cabinets and workshops for a specific number of educational profiles. Workshops are not fully used and in some cases they are not regularly supplied with the raw materials necessary for practical training. Vocational schools complain that MEDs do not supply them with raw materials according to their needs. Even if supplied, the supply is usually partial and with delays up to six months.²⁴¹

The complex situation of professional practice is also confirmed by vocational schools. Vocational school leaders tell that out-of-school professional practice is based solely on school initiatives, using private connections and that there is no institutional support. Companies do not accept large numbers of students, therefore schools are obliged to take students divided into small groups. The cooperation of vocational school leaders with enterprises in conducting professional practice depends on the profiles that the school offers. For the profiles that are most demanded in the labour market the cooperation of schools with enterprises is better, whereas for the less demanding profiles there is no cooperation or the cooperation is very poor. Also, from the discussions with representatives of vocational schools it has been revealed that different profiles have different characteristics and challenges and there is no unique policy which would be applied to encourage enterprises in different sectors to cooperate with vocational schools, namely carry out professional practice for students.

To a large extent professional practice is organized in the form of a block system and only for grade 12, while for grades 10 and 11 only practical education is provided at school and this happens for several reasons, among them the most important: lack of sufficient space in the school for teaching, saving the consumables in the school workshops and persistence of enterprises for students to conduct the professional practice in

240 ALLED2, EIPP, 2019. Current Situation in Vocational Education and Training in Kosovo: a publication of "Aligning Education and Training with Labour Market needs" 2. <http://alled.eu/wp-content/uploads/2019/12/Vocational-Edu-AL-Final-Print.pdf>

241 Ibid.

this form because of the organization of their work process. The quality of professional practice in enterprises varies by profile. In the field of machinery and electrical engineering a large number of students carry out professional practice in enterprises and they have the opportunity to be directly involved in the work processes.

The budget allocation for vocational schools does not take into consideration the special needs of the profiles offered by different schools, therefore some VET schools spend a lot on materials to be used for practical learning. When the budget is not sufficient to cover the necessary materials, students are left with no opportunity to practice the theoretical part in school workshops.

2.6.6 Career Counseling and Guidance

Within this outcome teacher training for curriculum development in career counseling and guidance, development of career counselor vocation qualification and standard, curriculum development for career education and counseling in vocational schools, development of training program for career counseling and guidance teachers and training and certification of career counseling and guidance teachers, the appointment of career counselors in schools and the development of mechanisms for the transfer of graduates to vocational education schools.

Career counseling and guidance is a necessary service for a functional VET system. Career counseling and guidance remains a challenge and the services provided are still limited in some municipalities. In some municipalities there are career counseling and guidance centers at the municipal level or their offices are located within schools. These have largely been achieved by various project initiatives, and not as a result of a comprehensive plan. In this context, adult education is at much worse position, where the lack of career counseling and guidance does not help adults in making their decision on whether to continue their education or get requalification according to the labor market needs.

In 2017 the career counselor vocation standard was developed and verified, and it was also approved by the NQA. MEST has built the electronic platform for professional guidance, education and career counseling at Busulla.com. Through the platform, students can be informed about education and employment opportunities in Kosovo, IVSP tests (interests, values, skills, preferences), vocations and promotional materials, vocational requirements, skills validation and virtual counseling. In general, the platform aims to improve student decision making in defining careers and professions. In this regard, over 700 ICT teachers have been trained in using the platform. Within the platform, 8 career counseling and guidance training modules have been developed, the software for labor market analysis at national and local levels has been developed and announcements for around 1200 jobs and professional practice have been published. The platform has reached about 28,000 users nationwide.

USAID-funded After School Support for Teens - ASSET supported the gymnasium "Xhevdet Doda" in Pristina, the gymnasium "Hajdar Dushi" in Gjakova, the gymnasium "Xhavit Ahmeti", "Gimnazija" in Kamenica, and the gymnasium "Kuvendi i Arberit" in Ferizaj to establish Career and Entrepreneurship Centers. In addition, GIZ and ASSET/USAID have supported several schools on the establishment of Career Clubs which aim to carry out continuous activities on career guidance and entrepreneurship promotion. The EYE project and Solidar Suisse supported the establishment of four career guidance centers in Kacanik, Gjakova, Ferizaj and

Peja, which piloted the concept of "work-based learning".

MEST has been supported by the ETF on the development of tools for tracking system for vocational education and training to receive feedback from vocational education graduates. This system aims to collect data on the status of graduates, destination, employment and feedback on potential reforms in study profiles. Currently these tools are being piloted in 20 schools and by 2020 are planned to be extended to all vocational schools.

No progress has been made in appointing career counseling and guidance counselors.

2.6.7 Funding of Vocational Education and Training

Within this outcome, the following activities have been envisaged: review the regulation on own source revenue generation and use, train vocational school staff on drafting revenue generating projects, review VET institutions' programs providing adult education, increase participation of students from other municipalities in the Competence Centers and review of the funding formula for vocational education institutions.

The budget for vocational education in Kosovo, funded by overall budget for education, has not been increased significantly in recent years. The increase of expenses in vocational education has been almost attributed entirely to expenses on teacher salaries and to finance the increase of salaries in the sector. Government investment in other categories of vocational education expenses, such as capital investment, goods and services and other current expenses has gradually declined.²⁴²

242 MEST, 2018. Annual Assessment Report of ESPK.

Table 13. Public expenses for vocational education and training

	2014/15	2015/16	2016/17	2017/18
Expenses for VET (in million €)	22.364	25.241	25.833	25.692
Expenses for VET as % of expenses for education	8.5%	9.6%	9.6%	9.6%
Expenses for VET as % of government expenses	1.4%	1.6%	1.5%	1.4%
Salaries as % of expenses for VET	89.3%	95.4%	95.2%	95.7%
Capita expenses as % of expenses for VET	4.6%	0.0%	0.0%	0.0%
Expenses for students in VET (in €)	526.9	587.4	560.5	557.4

Source: MEST, Annual assessment report 2018

The current formula for funding vocational education has been generalized by student and without any differentiation of expenses by specific profile requirements.

The data collected reveal that there is a regulation on planning and spending of own source revenues realized by vocational education and training institutions and adult education, but in practice, such institutions have had difficulties in managing their own revenues.

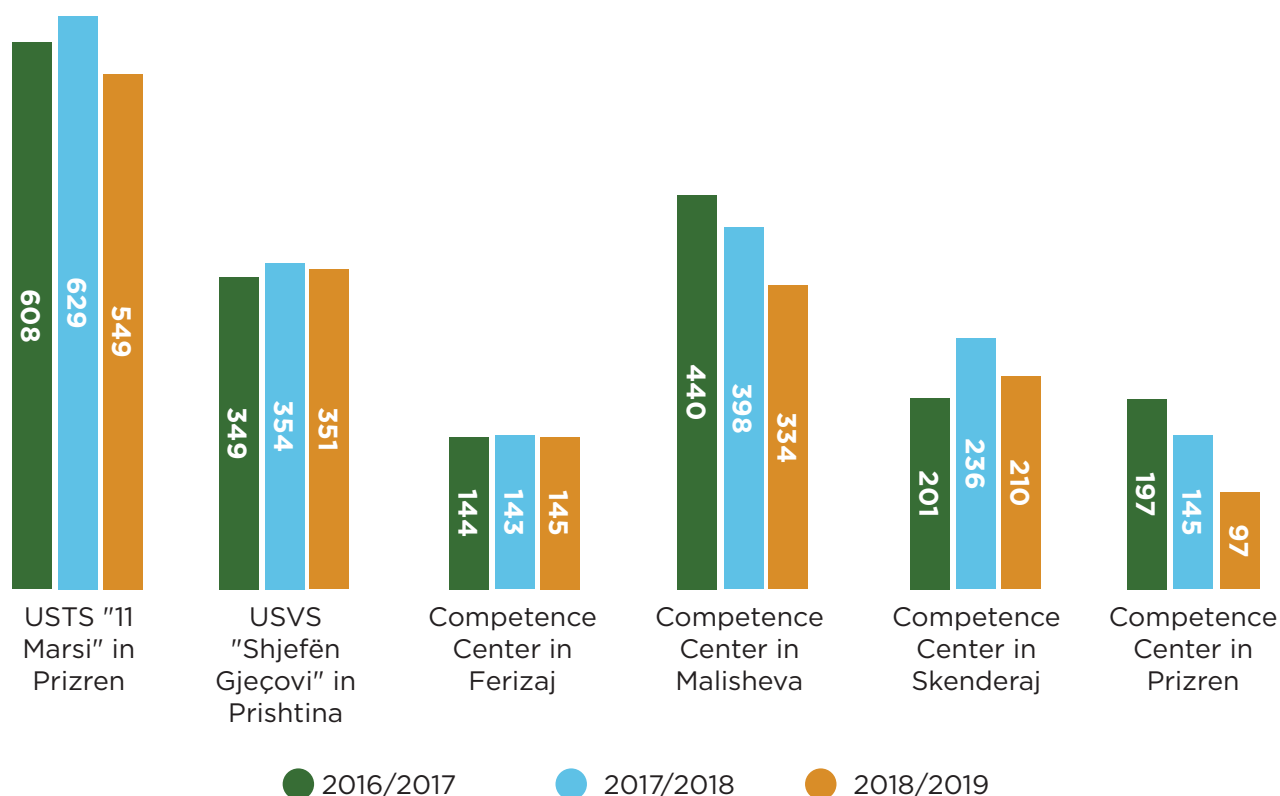
During 2018, several activities to build financial and management capacities in AVETAE partner schools have been carried out, such as: training partner school staff on financial management and access to KFMIS, budgeting according to the school profile needs, drafting of development plans and school grants, recruitment of teachers for participation in committees, and development of teaching materials by teachers of relevant profiles.

A number of public vocational education schools generate their own revenues, reaching up to several thousand (5,000-6,000) euros, thus effectively filling the budget of vocational schools, under salaries and goods and services categories. Students enrolled in adult education pay approximately 130 euros a year. Likewise, a number of vocational schools offering agricultural programs generate income from the sale of agricultural products.²⁴³

243 ALLED2, EIPP, 2019. Current situation in Vocational Education and Training in Kosovo: Published by the "Aligning Education with Labour Market Needs" 2 project. <http://alled.eu/wp-content/uploads/2019/12/Vocational-Edu-AL-Final-Print.pdf>

In the school year 2018/19, the total number of students in AVETAE partner schools is 4,623, and compared to the previous year decreased by 100 students. Furthermore, in the school year 2018/19, the number of students enrolled in AVETAE partner schools decreased by 219 students compared to the previous year. The gender parity index of AVETAE partner schools in 2018/19 is 0.46. The educational offer within the Competence Centers is similar to the municipal vocational schools and this results in a lack of interest by students beyond the municipal perimeter.

Graph 15. Comparison of student enrollment in AVETAE partner schools 2016 -2018



Source: AVETAE²⁴⁴

In "Shtjefën Gjecovi" school in Prishtina, the profiles with the highest number of students in the three school years are: confectioner, mechanic and heating and air conditioning installer. Seventy seven percent (77%) of the students who completed their education in the school year 2017/2018 were employed after completing this school. Over 65% of them are employed in the profiles of metalworking, mechanic, confectioner, tailor and heating and air conditioning profiles. In "11 Marsi" school in Prizren, the profiles with the most students in the three school years are: heating and air conditioning installer, mechanic and textile and clothing design

²⁴⁴ AVETAE. Data on schools and employment of students completing education in AVETAE partner schools. Comparative statistics of school years 2016/2017, 2017/2018 and 2018/2019.

(fashion design). Thirty nine percent (39%) of students who have completed their education in the school year 2017/2018 have been employed after completing this school. About 65% of them are employed in vocations such as metalworker, mechanic, electrician and heating and air conditioning installer.

At the Competence Center in Prizren the profiles with the most students in the three school years are: customer service and sales, industry officer, event management assistant, human resources development officer, tourist group leader, information office assistant. Twenty-seven percent (27%) of students who completed their education in the school year 2017/2018 were employed after completing this school. About 57% of them are employed in their occupation. At the Competence Center in Ferizaj the profiles with the highest number of students in the three school years are: marine technician, pharmacist, optics technician, social and health care assistant. Thirty-four percent (34%) of students who have completed their education in the school year 2017/2018 have been employed after completing this school. About 75% of them are employed in their occupations.

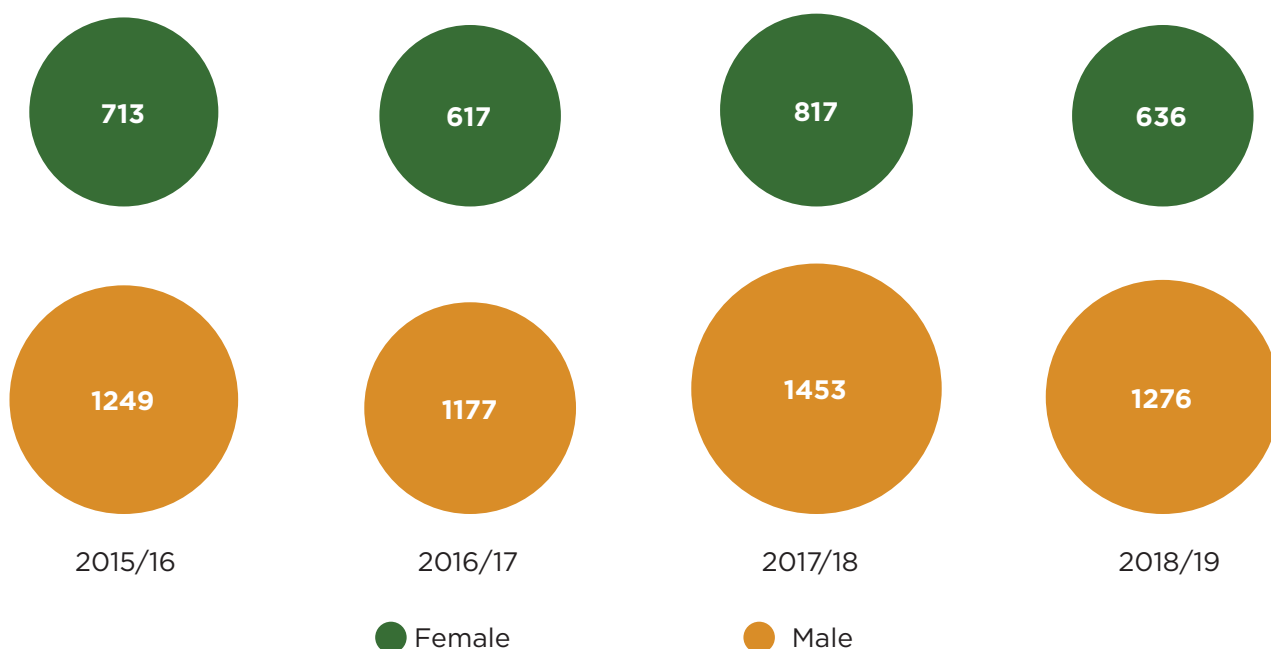
In the Competence Center in Skenderaj the profiles with the highest number of students in the three school years are: heating and air conditioning installer, plumber, electrician, architect, textile and clothing designer, bricklayer and tiler. Seventy-five percent (75%) of students who completed their education in the school year 2017/2018 were employed after completing this school. About 39% of them are employed in their occupations. In the Competence Center in Malisheva, the profiles with the highest number of students in the three school years are: administration and office services, sales and marketing, banks and finances. Thirty-five percent (35%) of the students who completed their education in the school year 2017/2018 were employed after completing this school. About 55% of them are employed in their occupations.

2.6.8 Adult education

Within the outcome, collection, processing and maintenance of data on adult education in EMIS, training of central, municipal and school staff on adult education and support of school staff to implement priorities have been envisaged.

Adult education and training implies all education and training provided to adults and/or young people who have the right to attend learning programs designed for adults.

EMIS has started to collect and report data on adult education, which enables monitoring of the situation in this sector. Therefore, during the school year 2018/19, 1,912 adults were involved in vocational secondary education, from whom 636 were women. The gender parity index in adult education is 0.5. Unfortunately, there is no data on the inclusion of adults in different forms of non-formal education. Data collection on adult education and lifelong education still remain one of the main challenges. The capacity to collect and process developments in the non-public sector is limited. Also there is a lack of occupational standards and a curriculum for provision of adult education.

Chart 16. Adults enrolled in adult education 2015 - 2018

Source: Education Statistics , MEST

2.6.9 Supply of education at Level 5 qualifications

Within this result, a study on the needs for post-secondary non-tertiary qualifications is envisaged and new qualification programmes of Level 5 to be developed and provided in the Competence Centers.

In terms of increasing the supply of education at Level 5 qualifications, the data collected indicate that the study foreseen in the KESP action plan regarding the needs for providing Level 5 qualifications has not yet been completed. On the other hand, as foreseen, some programmes of Level 5 have been developed, however not by public vocational schools, but by other informal public and private VET providers. Two programmes have been developed in cooperation with Pearson under a LuxDev funded project, i.e. in the Competence Center in Ferizaj, a Level 5 programme for assistants for children with special needs started and in the Competence Center in Prizren, since 2017, a programme for career counselor have started.

According to NQA data, in the period 2016-2019, 11 institutions have passed the validation process for 23 qualifications at Level 5 and accredited institutions for their provision.

2.6.10 Activity Implementation Matrix - VET and Adult Education

Strategic Objective SO6: Harmonising vocational education and training with labour market requirements in the country and abroad, and creating an open system for adult education.

Result 6.1 All vocational profiles provided in VET schools are aligned with labour market needs

Activities	Scheduled time	Clarification
6.1.1. Improving the labour market information system in order to analyse and improve the mechanisms for identifying and anticipating the need for skills and planning the VET and AE system	2017 - 2021	In the end of 2018, the Ministry of Labour and Social Welfare in cooperation with the United Nations Development Program (UNDP), and with the support of the Enhancing Youth Employment (EYE), prepared and launched the Labour Market Information System.
6.1.2. Review of profiles provided in the VET schools and their alignment with the current market needs	2017 - 2019	/
6.1.3. Development of standards for professions offered	2017 - 2021	Currently, there are 28 profession standards approved by the Vocational Education and Training and Adult Education Council.
6.1.4. Needs analysis at central and local levels to meet the criteria in providing profiles from the revised list	2017	If we analyse the orientation of students in professional secondary education at regional and municipal level, we may note mismatches between regional economic potential and orientation of students in vocational schools. There is no in-depth analysis about the needs at central and local level to meet the criteria in providing profiles.
6.1.5. Capacity building of VET schools to draft the self-assessment report and accreditation procedures	2017 - 2021	Around 83% of all vocational schools draft annual self-assessment reports and submit them to the National Qualifications Authority.

Result 6.2 The number of students in deficit profiles has increased by 30% and the number of female students in technical profiles has increased

Activities	Scheduled time	Clarification
6.2.1. Launching awareness raising campaigns and regular presentations in VET schools for students of grade 8 and 9 by the industry	2017 - 2021	During the period 2017-2019, career and vocational education and training fairs were organised annually in co-operation with the MLSW, whereas at school level open days and training companies fair were organised. These activities have been planned as campaigns to promote vocational education and vocational schools.
6.2.2. Creation of an incentive structure (pooled fund) by the government and businesses to support education in deficit profiles, and for women in technical profiles	2017 - 2021	No initiative has been taken yet to create a pooled fund by the government and industry to support the education of students in deficit profiles and girls in technical profiles.
6.2.3. Production of TV shows and publication of articles on success stories of women in technical professions	2017 - 2021 /	

Result 6.3 Teaching and learning materials are developed for at least two specific vocational subjects for all priority profiles

Activities	Scheduled time	Clarification
6.3.1. Collection of best existing teaching materials models prepared by teachers of different profiles	2017 - 2019	There are cases when teachers use materials from different sources and adapt them to their needs.
6.3.2. Training of teachers to use the electronic platforms	2017 - 2021	The MEST in cooperation with development partners has trained a number of teachers to use different electronic platforms. Teachers have been introduced to Microsoft, E-Edukimi, E-Matura and Busulla and their potential
6.3.3. Building the capacities of teachers to develop teaching and learning materials, covering at least two vocational subjects from each economic sector	2017 - 2018	Working groups for the selection of existing materials for each economic sector are not established yet.

6.3.4. Development of teaching and learning materials for at least two vocational subjects from each economic sector provided in VET schools	2017 - 2021	Groups of authors to draft teaching materials for vocational subjects are not established yet.
6.3.5. Capacity building of teachers of general VET subjects for the development of teaching and learning materials applied in the profession	2017 - 2019	/
6.3.6. Development of teaching and learning materials from general teaching areas/subjects applied in profession	2017 - 2020	In 2017/18, teaching and learning materials have been drafted for some profiles: physiotherapy, mechatronics, food technology, agriculture, metal worker and medicine. Other teaching and learning materials for professional modules were drafted as well in 2019. The guidelines for drafting teaching and learning materials were developed and trainers were trained to work with other teachers to develop and draft teaching and learning materials. In 2018, the following materials were drafted: guidelines for teaching methods in secondary vocational schools, guidelines for teacher pedagogical trainings, teaching and learning materials for construction development profile, teaching and learning materials for heating installer profile, teaching and learning materials for fashion design profile, the guidelines for vocational school analysis for drafting school development plans and teaching and learning materials for construction profile.

Result 6.4 VET and Adult Education curriculum is aligned with the requirements of the Pre-University Education Curriculum Framework and the National Qualifications Framework

Activities	Scheduled time	Clarification
6.4.1. Training of VET curriculum developers for modular curriculum	2017 - 2018	/
6.4.2. Development of a VET Core Curriculum	2017 - 2018	Despite the fact that the new VET curriculum was one of the key objectives for years, still there is no VET curriculum drafted.
6.4.3. Development of the final exam tests for professions provided in VET	2017 - 2021	There were no attempts to develop final exam tests for respective professions.
6.4.4. Review of the Administrative Instructions on the final professional exam	2017 - 2021	The Administrative Instructions on the final professional exam was not reviewed.

Result 6.5. All students of vocational schools carry out practical learning in school, and professional practice outside school in line with the curriculum

Activities	Scheduled time	Clarification
6.5.1. Development of tools to encourage companies to enable practice for students	2017 - 2021	There is no instrument developed to encourage companies to enable practice for students
6.5.2. Development of a regulation for student health protection during the practice	2017 - 2021	The regulation on student health protection during the practice in school and working place has been approved. This regulation was drafted in 2019 and currently is undergoing approval procedure.
6.5.3. Training of personnel from the offices for cooperation with economy	2017 - 2018	There is no instrument developed to encourage companies to enable practice for students.
6.5.4. Equipping workshops in 15 vocational schools	2017 - 2021	Not implemented.
6.5.5. Signing of cooperation agreements with companies for students' practice, and their implementation	2017	During the period 2017-2019, a large number of cooperation agreements were signed with different companies for professional practice purposes, however, there is no precise evidence of these agreements, or reporting on their implementation.
6.5.6. Drafting by-laws to define criteria for establishing public-private partnerships (PPP) in education sector	2017	Not implemented.

Result 6.6. Career guidance and counselling is functional in the education system for students and adults

Activities	Scheduled time	Clarification
6.6.1. VET teacher training on the development of curriculum for career counselling and guidance for youth and adults	2017	/
6.6.2. Development of career counsellor profession standard and qualification	2017	In 2017, Career Counsellor profession standard was drafted and verified, and the same was approved by the NQA.
6.6.3. Curriculum development for education and career counselling for vocational schools	2017	/

6.6.4. Development of a training programme for career guidance and counselling teachers	2018	The MEST has built an electronic platform for professional orientation, education and career counselling - Busulla.com. In this regard, over 700 ICT teachers are trained to use the platform. As part of the platform, 8 modules of career guidance and counselling training were drafted, software was developed to analyse labour market at national and local level and vacancies were published for around 1200 vacant positions and professional practice. The platform has 28,000 users at country level.
6.6.5. Training and certification of career guidance and counselling teachers for young people and adults	2018 - 2021 /	
6.6.6. Appointing career counsellors in schools	2018 - 2021	No progress is noted in regards to career guidance and counsellors appointed in schools.
6.6.7. Development of mechanisms for tracking the graduates from VET school	2018 - 2019	The MEST is supported by the ETF to draft instruments for the development of a tracking system for vocational education and training to receive feedback from the vocational education graduated students. Currently these instruments are being piloted in 20 schools and starting from 2020, they will be used in all vocational schools.

Result 6.7. VET institutions and Adult Education providers have full financial and managerial autonomy

Activities	Scheduled time	Clarification
6.7.1. Revision of the regulation for generating and using own resource revenues	2017 - 2018	There is a regulation on the planning and spending of own source revenues earned by vocational education and training and adult education institutions.
6.7.2. Training of the VET institution staff on designing projects that generate revenues	2018 - 2020	In 2018, activities were implemented to build financial and managing capacities in AVETAE partner schools, such as training of staff in partner schools to manage finances and access to SIMFK, budget planning based on needs of school profiles, drafting development plans and school grants, recruitment of teachers to participate in commissions and development of teaching and learning materials by teachers of respective profiles.
6.7.3. Revision of VET institution programs providing adult education	2017 - 2018 /	

6.7.4. Increasing the participation of students from other municipalities in Competency Centers	2017	In the school year 2018/19, the total number of students in AVETAE partner schools is 4,623 students and compared to previous year the number is lower for 100 students. Moreover, in 2018/19, the number of students enrolled in AVETAE partner schools decreased for 219 students compare to previous year.
6.7.5. Review of the VET funding formula	2018	Not implemented.

Result 6.8. Human and infrastructure capacities for the management of adult education are in place

Activities	Scheduled time	Clarification
6.8.1. Adult education data collection, processing and maintenance in EMIS	2017 - 2019	EMIS started to collect and report data on adult education as well, enabling to monitor the situation in this sector. During the academic year 2018/19, 1,912 adults were included in secondary vocational education, of them 636 female students.
6.8.2. Provision of training opportunities for management staff at central, local and school level	2017 - 2021	/
6.8.3. Training of school staff to implement adult education	2017 - 2021	/

Result 6.9. Education offer for level 5 qualifications has increased

Activities	Scheduled time	Clarification
6.9.1. Identification of level 5 qualification needs	2017 - 2018	No study was carried out as foreseen in the KESP action plan about the needs to provide level V qualifications.
6.9.2. Development of new programmes to achieve post-secondary level 5 qualifications as per the NQF	2017 - 2021	Several level 5 programs have been developed, not by public vocational schools, but by other informal public providers and private VET providers.
6.9.3. Offering new post-secondary level 5 programs in VET institutions, and in particular in Competency Centers	2017 - 2019	From a LuxDev funded project, two programs have been developed in cooperation with Pearson: the Competency Center in Ferizaj started the level 5 program for Assistants for children with special needs and the Competency Center in Prizren since 2017 offers a Career counsellors program.

2.6.11 The progress achieved against defined indicators

SO6 VET and Adult Education: Harmonizing vocational education and training with labour market requirements in the country and abroad, and creating an open system for adult education.

Indicators	Basis	Target	Achievement
Percentage of vocational education profiles for which occupational standards are approved	Of 140 profiles in schools; at least 28 professions have their standards approved; the NQA has evidence that 40 standards have been approved (only 28 of them used in VET schools)	100%	92 of 122 profiles offered in vocational schools are not based on profession standards, meaning that more than 77% of the VET profiles offered are not based on labour market needs. Findings show that potentially only 8,640 or 20% of VET students can benefit from the 28 profession standards approved at national level.
Gender parity index in vocational education	0.63 ; (M: 25,758, F: 16182)	0.7	0.69
Gender Parity Index in technical profiles	0.25	0.40	0.30
Increase in the number of students in deficit profiles	37.8%	50%	In 2018/19, there were 20,204 students enrolled in deficit profiles or 46.12% of the total number of students in the VET.
The average number of internship and professional practice hours per student	/	170 hours/year	No data available
Percentage of students benefiting from career guidance	10%	30%/year	No data available
Learning mobility in initial vocational education and training	/	1%	No data available
Total number of hours in adult education programmes	/	200,000 hours/year	No data available
Gender parity index in adult education	/	1	0.5

SO6 VET and Adult Education: Harmonizing vocational education and training with labour market requirements in the country and abroad, and creating an open system for adult education.

Indicators	Basis	Target	Achievement
Percentage of adults participating in lifelong learning programmes (data to be obtained from the Labour Market Survey)	/	/	/

2.6.12 Conclusions and Recommendations - VET and Adult Education

- The interest of youth in vocational schools increased over the last years. Around 52% of students in upper secondary education choose profiles of vocational education. However, the link between professional education and labour market remains a challenge and quality assurance mechanisms are not yet developed. In general, vocational schools remain a second choice, especially for students who could not enroll in gymnasiums. 92 of 122 profiles offered in vocational schools are not based on profession standards, meaning that more than 77% of the VET profiles offered are not based on labour market needs. The VET curriculum should be drafted to ensure that profiles offered are in line with labour market requirements and encourage module - based learning.
- The most required profiles by students are in the area of engineering, production and construction and the area of business, administration and law. These two areas include around 61.4% of students enrolled in vocational education and 51.1% of all girls enrolled in vocational schools. Student general orientation in the area of agriculture, forestry, fisheries and veterinary and the area of services is low. If we analyze the orientation of students in professional secondary education at regional and municipal level, we may note mismatches between regional economic potential and orientation of students in professional schools.
- Around 41% of students in vocational education are girls. From the gender analysis of orientation in vocational education, it is noted that there is a tendency of girls' orientation in profiles in the area of health and welfare, and business, administration and law. Boys have a tendency to orient in profiles in the area of engineering, production and construction. There are 3,391 girls attending technical profiles (engineering, production and construction) in 2018/19 and compared to the general number of students in these profiles, the rate of girls orientated in technical profiles results to be 23.3%. Gender parity index in technical profiles is 0.30.
- Poor quality of teaching and learning materials and lack of them in most of the profiles is one of the constant issues in the VET performance system.

- Despite the fact that the new VET curriculum was one of the key objectives for years, still there is no VET curriculum drafted. A working group consisting of MEST representatives and vocational school representative in 2017 started to work on the Vocational Education Core Curriculum and the work is not completed yet.
- Practical learning in schools and professional practice outside the school remains one of the most discussed topics, but the results are not satisfactory. In 2016 and 2017, a large number of cooperation agreements were signed with different companies to enable professional practice for students, however, there is no accurate evidence of these agreements, or accurate reporting on the implementation level in practice. Information from the field show that there are serious issues related to professional practice implementation and the support of this aspect of student development coming directly from school.
- Career guidance and counselling remains a challenge and services offered are still limited in some municipalities. In some municipalities, there are career guidance and counselling centers operating at municipal level or career guidance and counselling offices placed within schools. This has been mainly achieved by various projects initiatives, and it is not a result of a comprehensive plan. The MEST has built an electronic platform for professional orientation, education and career counselling - Busulla.com. No progress is noted in regards to career guidance and counsellors appointed in schools.
- Vocational Education and Training sector has no financial support. The greatest financial assistance was provided by donators. Vocational Education funding in Kosovo as part of the total education budget has shown no considerable increase over the last years. The current vocational education funding formula is generalized based on orientation per student and no differentiation is done based on specific profile needs. Vocational schools have a limited autonomy in regards to fund management and human resources, which are highly centralized.
- EMIS started to collect and report data on adult education as well, enabling to follow-up the situation in this sector. During the academic year 2018/19, 1,912 adults were included in secondary vocational education, out of which 636 were female. Gender parity index in adult education in Kosovo is 0.5. Unfortunately, there are no data available on the inclusion of adults in various forms of informal education.

Some of the key recommendations from this monitoring include:

- Profiles in vocational schools should be constantly revised to ensure that they are in line with labour market requirements and to encourage module - based learning. Moreover, career guidance and counselling should become operational at school, municipal and national level, offering information on the labour market demand. Vocational Education Core Curriculum development and approval should include the review of core curriculum of profiles in all areas of study. Vocational Education profiles should be reviewed to include vocation competencies in curriculum, teaching staff and infrastructure.
- The development of teaching materials and the supply of vocational school with workshops to enable the implementation of VET curriculum and school-based practical learning remain a challenge, therefore, ways and opportunities of cooperation with businesses should be found to implement the practical learning in workplaces.

- Creation of a pooled fund by the government and industry to support the education of students in deficit profiles and girls in technical profiles.
- Career Guidance and Counselling services should take place in all education institutions, starting from an earlier stage (for example, during the lower secondary education).
- Develop and approve a vocational education funding formula differentiated by areas and profiles.
- Other issues that require attention in the VET include: capacity building of teaching staff, establishment of cooperation between schools and businesses, development of vocation standards, development of VET core curriculum, professional profile framework, modularisation of existing VET curriculum and development of a new modular curriculum based on competencies as per professional standards, quality of practical training and learning in vocational schools and support provided for the VET teachers from professional development programs.

HIGHER EDUCATION



2.7 SO7: Higher education

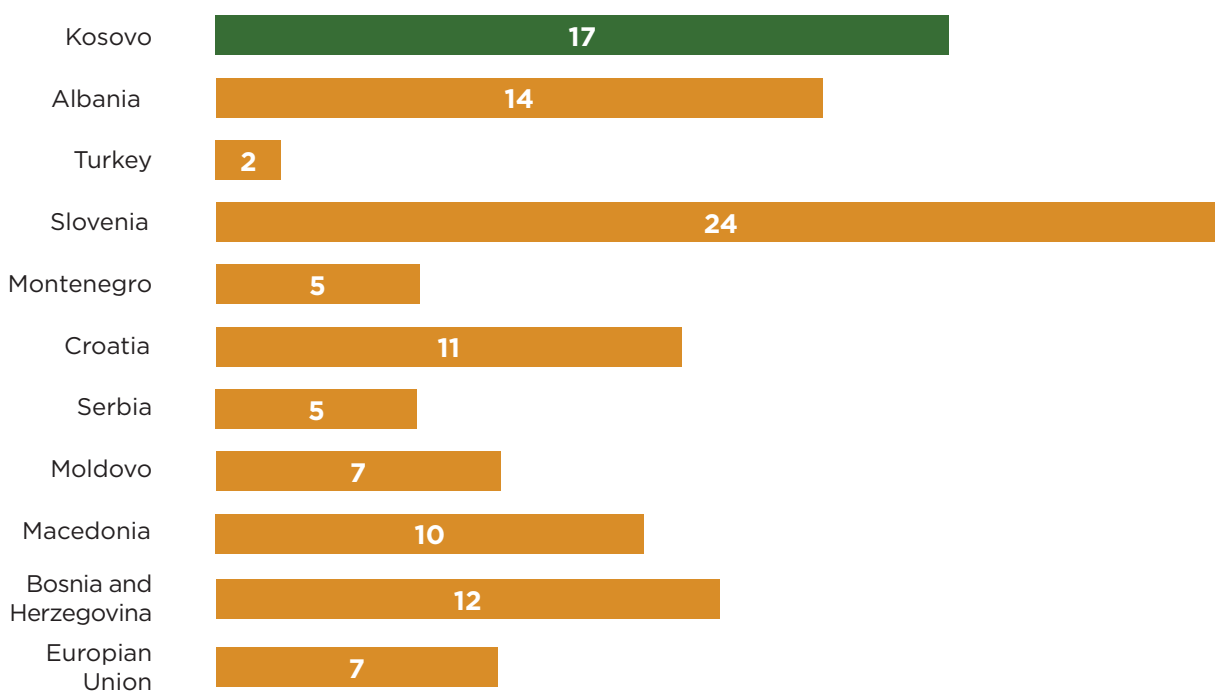
Higher education represents one of the seven KESP strategic objectives. It aims to upgrade the quality and competitiveness in higher education by promoting excellence in teaching, scientific research, artistic creation, innovation, and internationalisation. There are 11 expected results, 47 strategic measures and success indicators used to monitor the implementation defined for this strategic objective. The activities planned to implement the measures have been summarised in the action plan and the budget for their implementation has been calculated. The budget for higher education amounts to €22,232,500.

The key priority in this area is quality improvement in higher education institutions, including the alignment of study programs to labour market requirements, promotion of scientific research and support provided for higher education institution academic development. In addition, attention is paid to teaching quality and the necessity to increase the number and the mobility of academic staff and students, and their participation in international higher education and scientific research programs.

Expected results for the strategic objective for higher education include:

- 7.1. *Academic staff - student ratio in HEIs is at least 1:40;*
- 7.2. *Mechanisms for professional development of academic staff in HEIs are fully functional;*
- 7.3. *Mechanisms for quality assurance in higher education are fully functional;*
- 7.4. *Advance the infrastructure and technology for teaching, research and scientific as well as artistic work;*
- 7.5. *Education Management Information System in Higher Education (HEMIS) is fully functional by 2019;*
- 7.6. *Study programmes are in line with labour market requirements and services for career guidance and counselling in HEIs are functional;*
- 7.7. *The number of scientific publications in international indexed magazines authored by the academic staff increases by 25% every year;*
- 7.8. *Legal framework for higher education is reviewed and completed by 2018;*
- 7.9. *Performance-based higher education funding formula starts its implementation by 2020;*
- 7.10. *Increased mobility of academic staff and students of HEIs;*
- 7.11. *Increased participation in international higher education and scientific research programmes.*




In 2019, higher education system in Kosovo consists of 31 accredited higher education institutions, of which 9 are public institutions and 22 are private institutions. The University of North Mitrovica, which offers study programs in Serbian but continues to operate under the Serbian education system, should be added to this number. With this number of higher education institutions, Kosovo remains one of the countries with the highest number of higher education institutions per 1 million inhabitants. In Graph 17, Kosovo is compared to some of the countries in the region and European Union countries.

Graph 17. Number of higher education institutions per 1 million inhabitants

Source: Data from Eurostat and Agency Kosovo Accreditation Agency

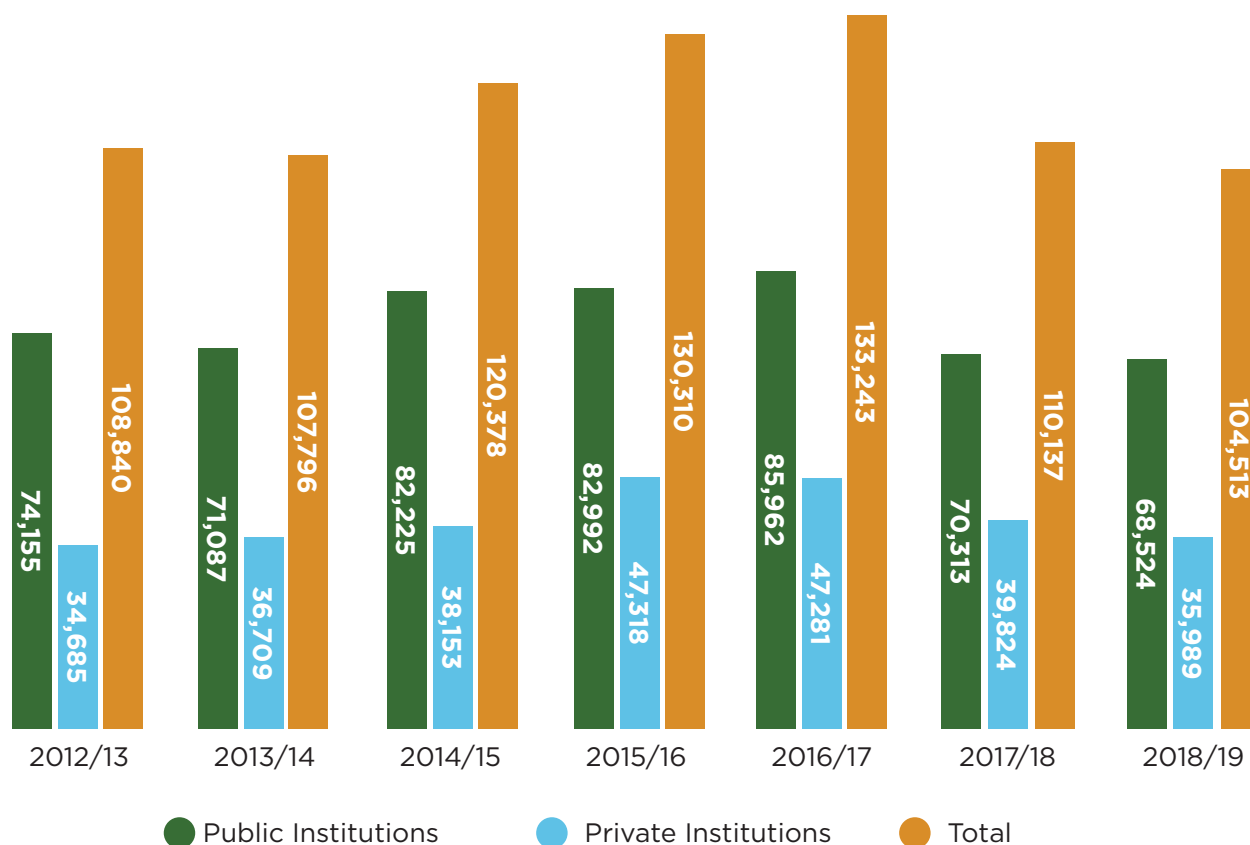
The number of students in higher education decreased over the last two years. 104,513 students attended accredited higher education institutions in Kosovo in the academic year 2018/19, of which 56.7% are female (Table 14). Student community from the University of North Mitrovica is not included in this numbers.

Table 14. Students in accredited higher education institutions in the academic year 2018/19

Institution	Bachelor		Master		Total	
	Gj		Gj		Gj	
University of Prishtina	33,018	19,160	6,682	4,005	39,700	23,165
University of Prizren	5,379	3,703	259	126	5,638	3,829
University of Peja	10,479	4,248	2,498	1419	12,977	5,667
University of Mitrovica	2,676	1,606	212	98	2,888	1,704
University of Gjilan	2,831	1,896	157	70	2,988	1,966
University of Gjakova	2,419	1,854			2,419	1,854
University of Applied Sciences Ferizaj	1,328	709	28	11	1,356	720
Faculty of Islamic Studies	313	113	15	5	328	118
Academy for Public Safety	230	20	/	/	230	20
Public Institutions	58,673	33,309	9,851	5,734	68,524	39,043
Private colleges	32,366	18,246	3,623	2,054	35,989	20,300
Total	91,039	51,555	13,474	7,788	104,513	59,343

Source: Education Statistics 2018/19, MEST

The decrease in numbers of students over the last two years is clearly seen in the Graph 18, being more evident in private higher education institutions in Kosovo. The fact that also the Kosovo Accreditation Agency started to define the maximum number of students to be enrolled in each study program with its decisions since 2017 should be taken into account.

Graph 18. Students in higher education institutions for the last seven years

Source: Education Statistics 2015/16, 2016/17, 2017/18 and 2018/19, MEST

These data provide new values of indicators of participation in higher education presented in Table 15. The first indicator has been modified in accordance with the Education Indicators Framework published by the MEST²⁴⁵ in 2017 and it shows the overall student enrolment in higher education, regardless of age, expressed as percentage of population of age 18-22. Because of the change, the indicator value has been calculated for the year 2014/15 (initial situation), for the year 2016/17 and for the year 2018/19. Whereas, the second indicator, the number of students per 100,000 inhabitants, is also part of the education indicators framework and has been used previously the same way.

The difference in the values between the two above mentioned indicators, compared to the situation in the academic year 2018/19, is relatively low, although when compared to the situation in the academic year 2016/17 the difference is considerably high for at least two reasons. The first reason is the increase in the number of students, with 10,000 students more, from the academic year 2014/15 to the academic year 2015/16. Whereas, the second reason is related to the change in population evaluation. According to the the new population projection, published by the KAS²⁴⁶, the total number of population of Kosovo and the population aged 18-22 is lower compared to the previous evaluation.²⁴⁷

245 Education indicators framework in Kosovo, MEST, October 2017.

246 Kosovo population projection 2017-2021, KAS, December 2017.

247 Parashikimi i popullsisë së Kosovës 2011-2061, ASK, dhjetor 2013.

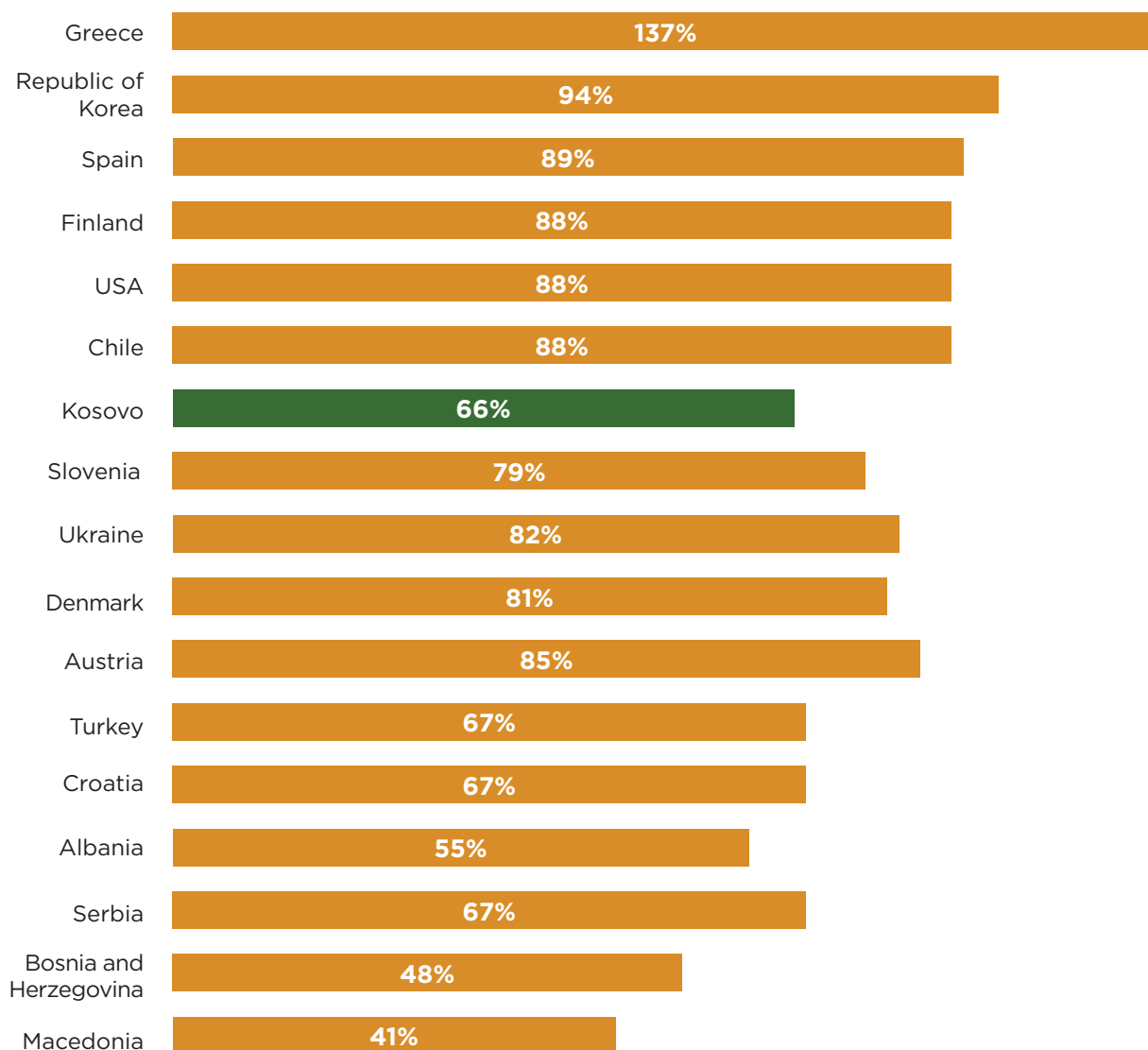
Based on the latest data for the academic year 2018/19, 66.1% (gross rate) of students of age group 18-22 attend higher education in Kosovo. The rate of inclusion may be higher if students of the University of North Mitrovica are taken into account.²⁴⁸ With this gross rate of inclusion in higher education, in terms of gross inclusion rate, Kosovo is ranked at a higher level compared to some of the countries in the region, such as Albania, Bosnia and Herzegovina and Macedonia, but it remains lower in the list compared to Slovenia, Serbia, Croatia, Turkey and other European Union countries.

Table 15. Indicators of participation in higher education

Indicator	Initial situation 2014/15	Situation 2016/17	Situation 2018/19	Comments
Gross enrolment rate (number of students age 18-22 in percentage of population)	68.10%	84.23%	66.1%	There are 104,513 students in the academic year 2018/19. Whereas, there are 158,168 inhabitants of age 18-22 in Kosovo in 2018.
Number of students per 100,000 inhabitants	6,669	7,471	5,824	There are 104,513 students in the academic year 2018/19. Whereas, the population of Kosovo in 2019 is evaluated to be 1,794,432 inhabitants.
Gender parity index in higher education	1.01	1.09	1.76	

Moreover, in Graph 19, Kosovo is compared with some European countries. In the academic year 2018/19, Kosovo has 5,824 students per 100,000 inhabitants and with the current numbers, Kosovo is ranked among the regional countries with the highest number of students per 100,000 inhabitants.

²⁴⁸ The data on the rate of inclusion in higher education is based on the MEST official number of students (2018/19). This number does not include the data from the University of North Mitrovica (UNM). Since the precise number of students in the UNM is not updated and the population statistics not adapted to include the Serbian community, it is difficult to precisely assume the gross inclusion rate.

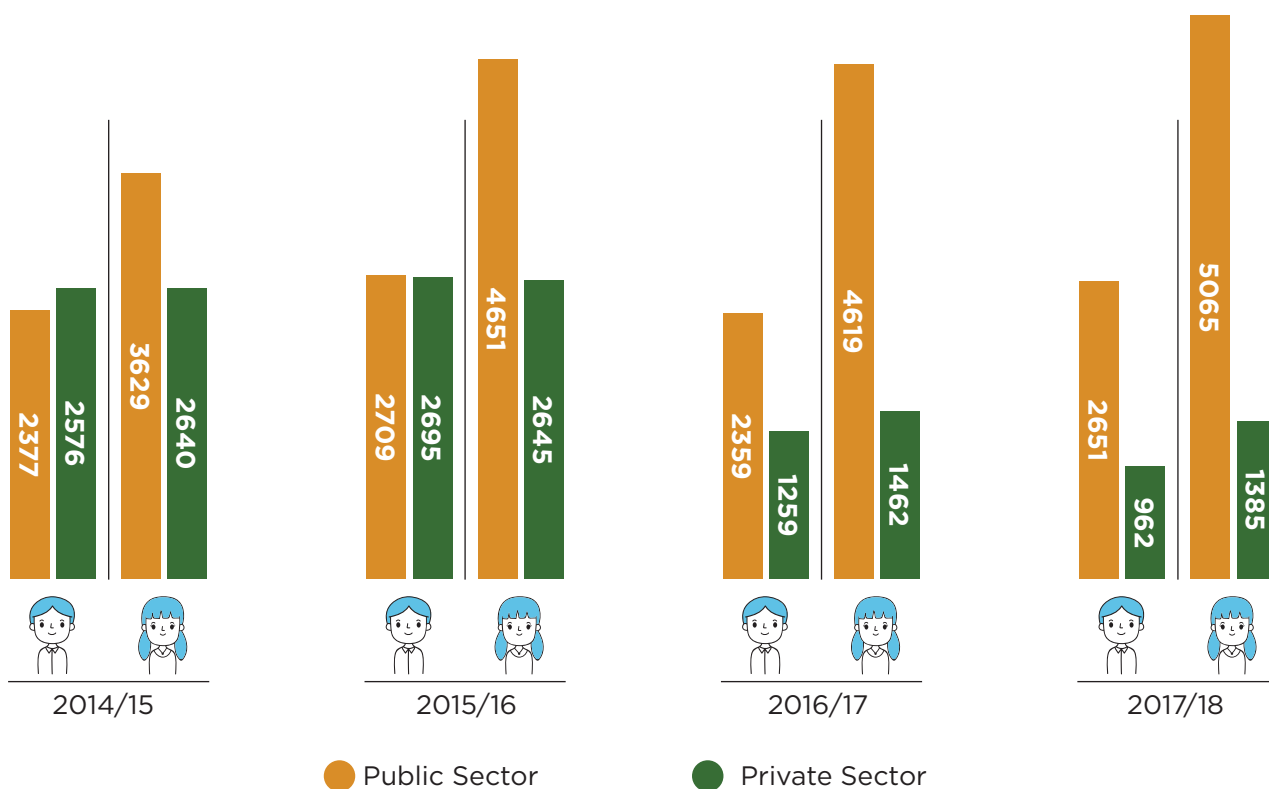
Graph 19. Gross enrolment rate in higher education

Source: UN Data - <http://data.uis.unesco.org/index.aspx?queryid=142>

From the Tables 14 and 15, it is noted that the participation of female students continues to be satisfactory. Females participate with 56.9% in the total number of students in the public sector and 56.4% of students in the private sector. Gender parity index in higher education in Kosovo is 1.76.

In 2017/18, 10,063 students graduated in different Bachelor study programs. The private sector contributes with 23% of graduates. Graph 20 presents the number of students who graduated in Bachelor studies in 2014/15 - 2017/18. The data show that female respond better than male towards obligations, with 64% of graduates in the academic year 2017/18 being female. The rate of Kosovar students graduating on time is not satisfactory.

Graph 20. Number of students graduated at Bachelor studies 2014/15-2017/18

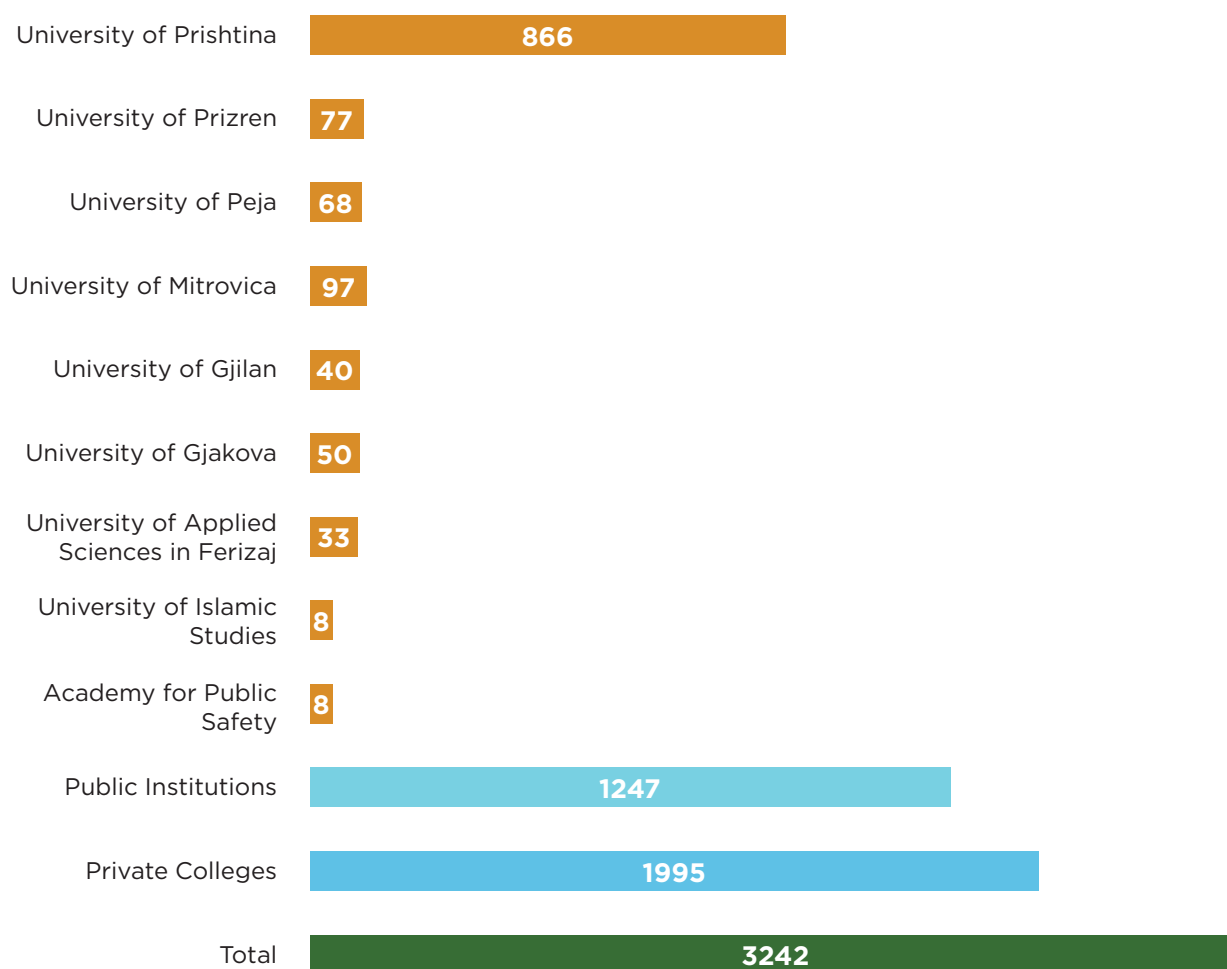


Source: Education Statistics 2015/16, 2016/17, 2017/18 and 2018/19, MEST

2.7.1 Academic staff and students

As part of the expected result, the academic staff - student ratio is foreseen to be at least 1:40 or around 40 students per 1 professor. Based on the number of students in 2018/19 and the number of academic staff reported in the MEST/HEMIS (2018) and higher education institutions' website, it results that the staff-student ratio is far from the target defined in almost all public higher education institutions in Kosovo.

Based on the data from the higher education institutions, 1,247 members of academic staff have a regular full time employment with public higher education institutions in Kosovo. Whereas, 1,995 members of academic staff have a regular full time employment with private institutions, while no precise information is available about the number of staff engaged.

Graph 21. The academic staff with a regular full time employment with HEIs in Kosovo

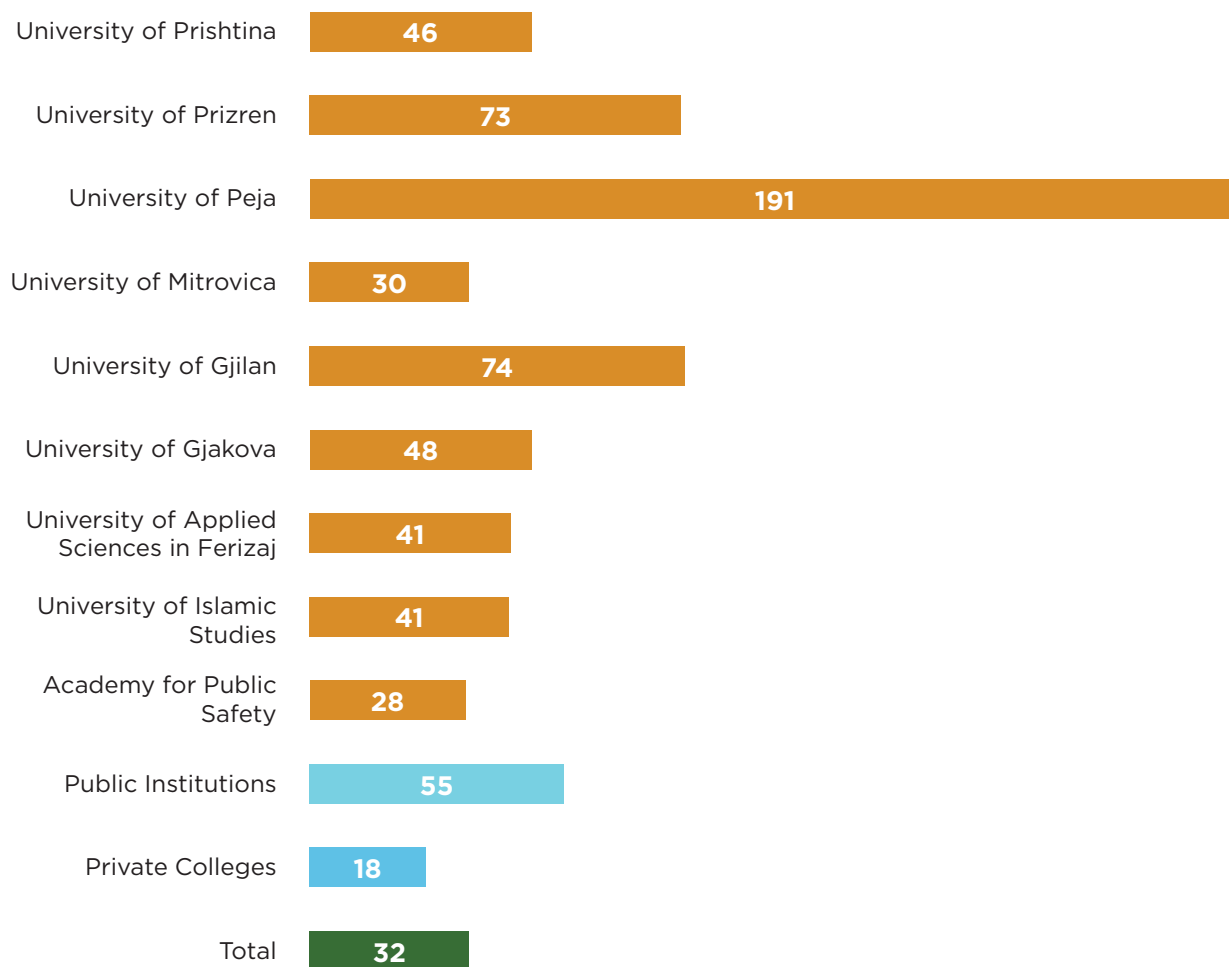
Source Education statistics MEST, number of academic staff (MEST/HEMIS, 2018) and web pages of public higher education institutions)

As seen in the graph 21, public higher education institutions continue to have insufficient number of regular academic staff. “Teacher-student” ratio in public institutions is 1:55, with quite a disfavoured situation in Prizren, Peja, Gjilan and Gjakova, while the situation in the University of Prishtina remains the same as it was in the last years, namely 1:46. This professor-student ratio in the University of Prishtina is quite high compared to universities in the countries in the region. In Albania, the ratio is 1:24, in Serbia 1:23, In Macedonia 1:17, whereas in Croatia 1:9²⁴⁹. Therefore, the UP is far from any standard desirable in regards to the number of students per professor.

249 Dukagjin Pupovci and Gersi Gashi. Reforming the University of Prishtina - mission possible?, Democracy for Development Institute, 2015 http://d4d-ks.org/wp-content/uploads/2015/11/D4D_PL_07_SHQ_Web.pdf

Whereas, the situation in the University of Mitrovica and the University of Applied Sciences in Ferizaj is better. Graph 22 shows the academic staff - student ratio in higher education institutions, calculating the number of students in the academic year 2018/19 and the number of regular academic staff in higher education institutions.

Graph 22. Professor - student ratio in higher education institutions in Kosovo



Source: Education statistics MEST, number of academic staff (MEST/EMIS, 2018) and web pages of public higher education institutions)

This ratio improves to a certain degree when we take into account the visiting academic staff, although the fact that many of them could be the same persons working at the same time in several institutions should be taken into consideration. This professor-student ratio could be improved by further reducing the number of students and increasing the number of academic staff, aligning the number of students to market demand, and terminating the right to study for students who overextend them.

The insufficient number of qualified academic staff directly impacts the quality of higher education. Thus, according to the research carried out by “Perportr”, there is a large number of diploma thesis supervised by some professors at the University of Prishtina, teaching in the programs where the “teacher-student” ratio is unfavourable.²⁵⁰ Based on this research, a professor holding a senior management position in the UP mentored 148 diploma thesis in two and a half years, or on average 60 diploma thesis per year. There is no doubt that such situations may transmit the wrong message to students, who may seek “alternative ways” of preparing their diploma thesis, including plagiarism and fraud. Large groups of students present another risk that may arise from the insufficient number of qualified academic staff, with the teachers failing to pay due attention to student individual needs, therefore resulting in a superficial assessment of knowledge of students.²⁵¹

The University of Prishtina (UP) is the main bearer of higher education in the Republic of Kosovo. This is confirmed by the high number of students and graduates, but also by the fact that the UP is the highest ranked education institution in ranking platforms. Adding in here the fact that the majority of teachers in all education levels in the country are from the UP, its importance turns out to be crucial for the quality of education in the country. In a research carried out in 2018 by the Admovere organisation on the academic staff of UP, it is concluded that of 840 members of academic staff with their CV published in the UP web page, 257 (31%) are engaged at least in one more institution of public or private higher education. Of them, 141 are engaged also in private institutions, 85 in public institutions, 29 are in public and private institutions, whereas 48 (5.71%) are engaged in three more education institutions. It is evaluated that the engagement outside the UP has a negative impact on the overall teaching process.²⁵²

On the other hand, the ORCA organisation in 2019 researched on the incomes of academic staff and management in public universities in Kosovo. The members of academic staff of public universities in Kosovo are paid more than professors in neighbouring countries. Professors in Albania are paid from Eur 600 (lecturer) to 1000 (regular professors), whereas professors from Macedonia are paid from Eur 400 to 600. The basic salaries for the professors of public universities in Kosovo vary from Eur 772 (assistants) to 1429 (regular professors). Other allowances are added to these amounts for different functions and additional tasks, reaching a monthly salary of up to Eur 3500. In total, 170 professors holding management positions in public universities in Kosovo are paid Eur 313,354 per month, of which 124 thousand Euros are allowances (40% of monthly incomes).²⁵³ In addition, based on the same research, the rectors of public universities are paid on average Eur 2,517 per month, of which on average Eur 1,171 are allowances. The vice rectors of public universities are paid on average Eur 2,301 per month. Deans of public universities are paid on average Eur 2,202 per month.²⁵⁴

The constant degradation of academic integrity has been manifested in different forms of academic dishonesty, including plagiarism and fraud, and promotions that were not based on merits, even being fraudulent, in the highest academic levels. Due to public pressure, authorities and public higher education institutions have taken certain steps to improve transparency, integrity and responsibility in higher education sector. In

250 Bargaining with diploma thesis, Preportr bulletin, 2017 . <http://preportr.cohu.org/sq/hulumtime/Pazari-me-tema-te-diplomes-224>

251 KEEN, 2017. Evaluation Report on Implementation of Kosovo Education Strategic Plan in 2017. http://www.keen-ks.net/site/assets/files/1345/raporti_i_vleresimit_psak_alb-2.pdf

252 Admovere, 2018. Academic staff of the UP: studies, other engagement, plagiarism, assessment and staff - student ratio. http://admovere.org/wp-content/uploads/2018/11/admovere_plagjiaturaUP_ALB_web-2.pdf

253 ORCA, 2019. The “Bourgeoisie” of the Academy – Research on the finances of management academic staff in public universities of Kosovo. <http://orca-ks.org/wp-content/uploads/2019/11/Borjezia-e-Akademis%C3%AB.pdf>

254 Ibid.

the beginning of 2018, the MEST issued by-laws defining the platforms and magazines that are considered acceptable for publications for academic promotion purposes, whereas the University of Prishtina drafted a regulation on academic appointments.

Despite the fact that the KESP foresees the development of 10 new programs for doctoral studies in different areas of study to create staff for public higher education institutions, no doctoral study program was developed since 2017. Currently, only the University of Prishtina offers doctoral studies, such as: Banks, Finance and Accounting (9 students); Management and Informatics (4 students); Marketing (2 students); Economics (in English) (2 students); International Law; Criminal Law; Civil law and Property Law; Financial Law; Constitutional and Administrative Law; Biology of Organisms and Ecology (5 students); Chemistry (2 students); Education (3 students); Clinical Medicine (10 students); Dentistry (10 students); Experimental Biomedicine (3 students); Public Health (3 students); Preclinical Medicine (5 students); Linguistics (4 students); Literature (5 students); History (1 student).

In addition, despite the fact that the KESP foresees scholarships for 20 students of doctoral studies to satisfy the needs of public higher education institution to create and prepare staff for deficit/strategic profiles, since 2017 only a limited number of scholarships were provided. During the period 2017-18, the HERAS project supported 9 members of academic staff of public institutions in their doctoral studies and postdoctoral studies, whereas the MEST supported 4 candidates for doctoral studies and, in cooperation with international development partners, supported 4 students for doctoral studies in Hungary, 1 in Japan and 2 in Greece.

The KESP has foreseen the development of mechanisms for planning student admission by HEIs, subject to staff capacities. Despite the fact that public higher education institutions in Kosovo have no official hired to plan and analyse the student admission, the Kosovo Accreditation Agency, from the academic year 2016/17 started the practice of defining the number of students to be enrolled with its decisions on study programs accreditation.

2.7.2 Academic staff professional development

The result foresees certain activities related to the functionalization of mechanisms for the professional development of academic staff in higher education institutions. The main activities are related to the establishment and functioning of the offices for teaching excellence, assessment of the academic staff needs for professional development, development of a professional development plan for academic staff and development of monitoring and assessment mechanisms for the work of academic staff.

Currently, only the University of Prishtina established the Office for teaching excellence, which is operational and developed its development strategy. None of other public higher education institutions in Kosovo established or made functional such offices to offer academic development services to the academic staff, namely different training programs related to new teaching methodologies and scientific research.

Other activities related to needs assessment of academic staff for professional development, development of plans for academic staff professional development and development of monitoring mechanisms and assessment of academic staff work were not implemented almost in none of the public higher education institutions in Kosovo.

2.7.3 Quality Assurance in Higher Education

Over the last four years, the Kosovo Accreditation Agency demonstrated a more strict attitude in regards to the accreditation process, resulting in a reduced number of study programs in higher education (see Table 16). 366 study programs of all levels were accredited and re-accredited in the academic year 2018/2019. Most of the programs are Bachelor and Master programs. The number of doctoral programs is comparatively low (19 programs). The total number of accredited programs decreased from 357 programs in 2017 to 293 programs in 2019. The majority of accredited study programs are in the public sector (173), whereas the private sector has 120 accredited programs.

Table 16. Programs accredited by the Kosovo Accreditation Agency

Academic year	Bachelor	Master	Doctoral	Integrated	Level 5	Total
2010/11	196	113	1	/	/	310
2011/12	212	129	12	/	/	353
2012/13	240	154	25	/	/	419
2013/14	270	181	26	/	/	477
2014/15	262	180	26	/	/	468
2017/18	221	109	19	7	1	357
2018/19	226	113	19	7	1	366
2019	154	113	19	6	1	293

Source: Information from the KAA, <http://akreditimi-ks.org/docs/Downloads/Accreditation/kshc20092019/kshc20092019.pdf>

The KAA was dismissed in September 2017 from the Minister of the MEST, following the request from the Prime Minister of Kosovo, with the reasoning that this institution is responsible for the situation in higher

education. This was followed by the dismissal of the KAA from the European Quality Assurance Registry (EQAR), as a result of violation of institution's autonomy and political pressure towards this institution. Following the EQAR dismissal, the KAA was assigned the status of 'member under review' by the European Network of Insurance Agencies of Quality of Higher Education (ENQA), organising a premature review to confirm whether the KAA is in compliance with the standards for quality assurance. The process ended in October 2019, with the KAA membership in the ENQA discontinued due to its failure to substantially comply with the ESG standards.²⁵⁵

The MEST urged by civil society organisations issued an Administrative Instruction, defining the criteria and procedures on the nomination of the KAA board. The new approach in selecting the KAA board has been evaluated to be more transparent and resulted in a new KAA board, selected for the first time by the Assembly of Kosovo.

In July 2018, the new KAA board decided to remove the accreditation for 83 study programs that did not meet the accreditation criteria, offered by the higher education institutions (19 programs of public institutions and 64 programs of private institutions). In the beginning of 2019, the KAA board reviewed also the coverage of valid programs by academic staff and after the verification of the academic staff for these study programs, it decided to withdraw the accreditation for 84 study programs of higher education institutions (48 public institution programs and 36 private institution programs). These decisions resulted in strong objections and clashed with higher education institutions, which complained that they were not informed about the KAA decision making procedure and that they were not contacted by the KAA to allow them the opportunity to correct the lists of academic staff. After some time, the KAA board allowed for a restructuring of academic staff, which enabled certain institutions to regain the accreditation for certain programs. However, the KAA board decision making criteria have not been made public yet.

In July 2019, the KAA board decided not to accredit three public universities and some private higher education institutions. Currently, 6 public institutions have a valid institutional accreditation, namely 4 Universities and 2 Faculties: University of Prishtina "Hasan Prishtina", University of Gjakova "Fehmi Agani", University of Gjilan "Kadri Zeka", University of Applied Sciences in Ferizaj, Faculty of Public Safety and Faculty of Islamic Studies.

Three public universities that do not have a valid accreditation for the year 2019 include: University of Peja "Haxhi Zeka", University of Mitrovica "Isa Boletini" and University of Prizren "Ukshin Hoti". However, according to the Law on Higher Education in Kosovo, failure by a licensed provider of higher education to obtain institutional accreditation or re-accreditation, will result in a different organization for accreditation no later than one year. A second failure to obtain accreditation will result with the revocation of the licence. Consequently, these three universities will continue with the second and third year of studies with their current students, but will have no right to enrol new students in the new academic year 2019/20.

Currently, 16 private higher education institutions have a valid accreditation in the private sector: AUK College, Dardania College, Dukagjini College, ESLG College, Evolution Academy, Arbëri College, International

255 ENQA Agency Review, 2019. Kosovo Accreditation Agency (KAA) <https://enqa.eu/wp-content/uploads/2019/10/KAA-external-review-report.pdf>

Business College Mitrovica, ISPE College, Heimerer College, Pjeter Budi College, Rezonanca College, Riinvest College, AAB College, UBT College, Universi College, Universum College. The following 7 private higher education institutions do not have a valid accreditation: Biznesi College, FAMA College, Globus College, Iliria College, Juridica College, Tempulli College, Kosovo Art Academy.

FAMA College, Iliria College, Tempulli College and the Kosovo Art Academy had a negative feedback from international accreditation experts, whereas the Biznesi College, Juridica College and the Globus College did not apply for re-accreditation. The provisions of the Law on Higher Education in Kosovo apply here as well, namely the same will undergo a process of assessment within a year and if, for the second time, they fail to obtain institutional accreditation, their licence is revoked. Till then, these institutions have the right to continue with their current students.

As part of the result, there are activities foreseen for the development and enhancement of the KAA human and financial capacities to implement the ESG (European Standards Guidelines) on quality assurance. The KAA currently has 5 employees and an acting director. Unlike 2017, the number of KAA employees decreased. Until the end of 2017, the KAA had 7 employees, but 4 of them had resigned from their positions. A recruitment procedure was carried out for these four positions, however the KAA recruited two additional staff only. Due to lack of human capacities, the KAA is not able to accomplish its mission and strategic priorities.

The study visits conducted from the KAA staff for capacity building were oriented more towards the familiarization with European trends and practices in assuring quality in higher education. The KAA officials participated in trainings/seminars/workshops organised by the ENQA or other agencies on the latest trends in quality assurance. In addition, they participated in many European quality assurance forums, mandatory for the ENQA member agencies. However, no study visits were organised in the quality assurance agencies in Europe, which recently passed the ENQA assessment process, to receive information on assessment processes. So far, the whole staff attended 8-10 such visits. Increased financial capacities are foreseen in the KESP 2017-2021, but the KAA budget has been continuously reduced since 2016.

The KAA drafted and approved new standards based on the ESG European standards and guidelines. In addition, the KAA functionalized E-accreditation, an electronic platform, used for processes related to the assessment and accreditation of higher education institutions, including electronic declaration of academic staff engaged in institutions. The feature of application for accreditation is not functional yet. This platform also will enable the academic staff, students, groups of interest and public opinion to receive precise information related to the accreditation process, increasing the KAA transparency and accountability in maximum.

Over the last two years, the Administrative Instruction on higher education institution accreditation has been revised several times. Frequent changes done in the AI, especially in regards to the application deadlines and academic staff declaration, created uncertainties among higher education institutions.

Despite its enthusiasm and dedication to implement the requirements of the accreditation process, the KAA has no adequate mechanisms developed to monitor the work of higher education institutions. Monitoring is considered one of the weaknesses of the Agency in the KAA Strategic Plan 2019-2023, attributed to the lack of staff. Currently, the only monitoring performed by the KAA is the distant verification of the academic staff of higher education institutions, which in certain cases resulted with accreditation suspension and revocation.

In this regard, the KAA should draft a methodology of monitoring quality in higher education institutions in line with the European standards and guidelines for quality assurance to ensure an effective and efficient monitoring process. The accreditation process remains the key tool in establishing quality standards in higher education system in Kosovo. However, the accreditation process in the context of Kosovo has been misunderstood, focusing in the formal implementation of accreditation rules and procedures only and not in using them as guidelines on how different stakeholders can contribute to assure quality.

A dysfunctional quality assurance internal system is one of the main weaknesses of public higher education institutions in Kosovo and this is reflected also in teaching quality. The public institutions, whose quality assurance offices are not functional, have limited staff capacities to address quality assurance aspects, have no quality assurance guidelines, self-assessments are not applied to have an internal improvement of institution, but only for the accreditation process, and quality assurance instruments are limited to the assessment of academic staff by students.

Moreover, self-assessment processes are never published or transparent for third parties and the academic community. These institutions are characterised by a great lack of academic staff, research and scientific capacities, lack of financial autonomy and other budgetary limitations, gaps in internationalisation and student and academic staff exchange, although efforts have been made and concrete steps are initiated to develop these components. In addition, these institutions are still challenged by political influences in regards to the selection of rectors, academic staff and other management structures within the universities.

Harmonisation of internal quality assurance criteria with external quality assurance criteria is obviously a challenge. In many cases, the curriculum of faculties of public universities are similar to one another and the program duplication rate is above 60%. In such cases, duplication of curriculum does not allow for student profiling and achievement of learning results as they intended when enrolled. Especially in big faculties, this happens because the same hours are allocated to many professors aiming to accommodate them in their teaching subjects, irrespective of the impact it has on the achievement of learning results by students.

While performing the external assessment of these faculties, the Kosovo Accreditation Agency (KAA) came up with a number of remarks and clear recommendations to have the programs merged so that students are profiled and able to get specialised knowledge in relevant areas. According to international accreditation experts, there is a huge discrepancy between the titles of study programs and their learning outcomes, and this results in misinformation of students, universities, labour market and society.

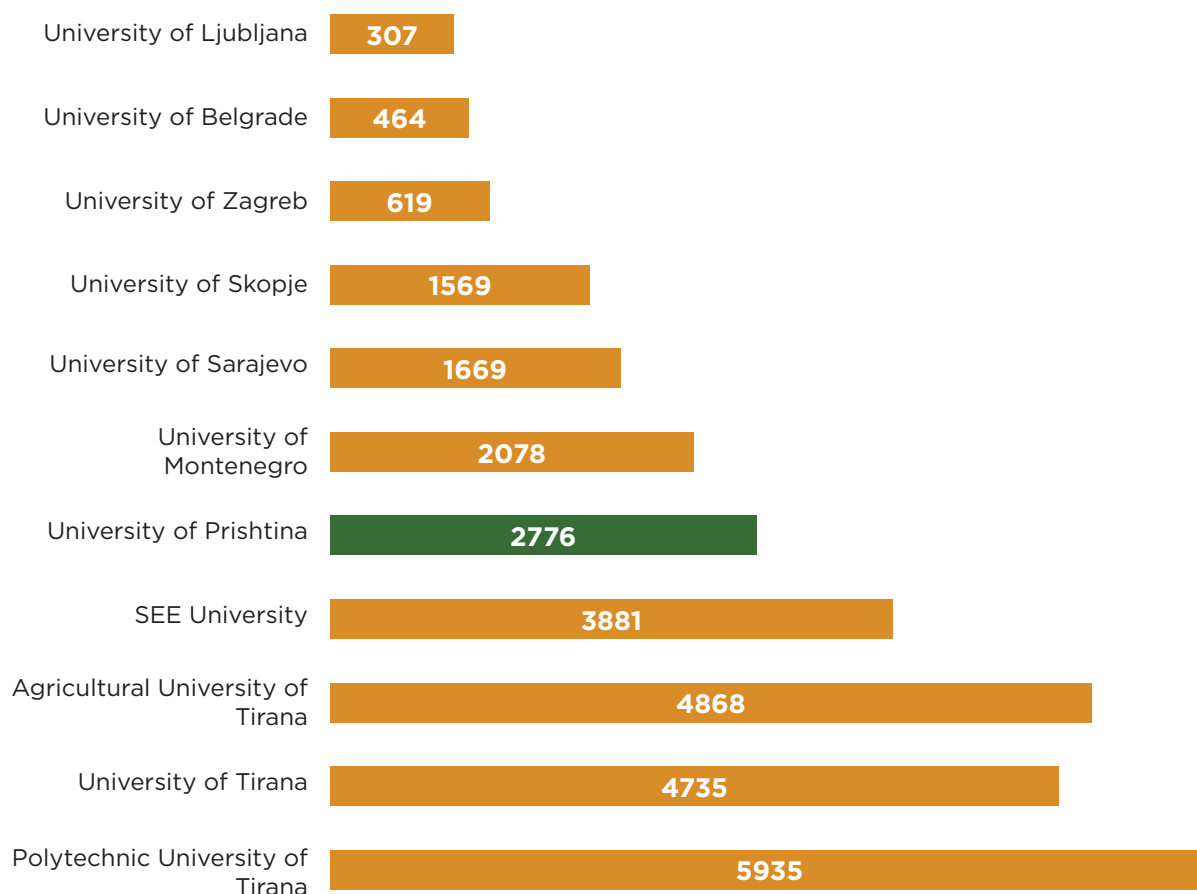
Also, as part of the KESP, it is foreseen to have Quality Assurance Offices established in all public higher education institutions and train the higher education quality assurance units. The Quality Assurance Offices have been established in almost all public higher education institutions. The activities related to capacity building of higher education quality assurance units have been quite limited. The HERAS project supported the training of coordinators for higher education institution academic development and organised workshops on the procedures of program and teaching assessment.

Due to lack of KAA capacities and the problems faced over the last two years, the KAA was not able to carry out an in-depth system analysis, as planned with the KESP for the period 2017/18. On the other hand, no work was done in drafting the by-law on defining the criteria of program and institution ranking as per European

Multidimensional Framework.

The only international ranking that includes higher education institutions in Kosovo is Webometrics, implemented by a research institute in Spain. Webometrics measures higher education institution extent and presence on the Web, and it has a good correlation with other international rankings for the most prestigious higher education institutions in the world. In the Webometrics Edition for the year 2019, the University of Prishtina has been ranked the 2776th university in the world. A comparison between the ranking of the University of Prishtina and the universities in other Western Balkan capitals, excluding the University of Tirana, shows that the current position of higher education in Kosovo is way below the level required (Graph 23).

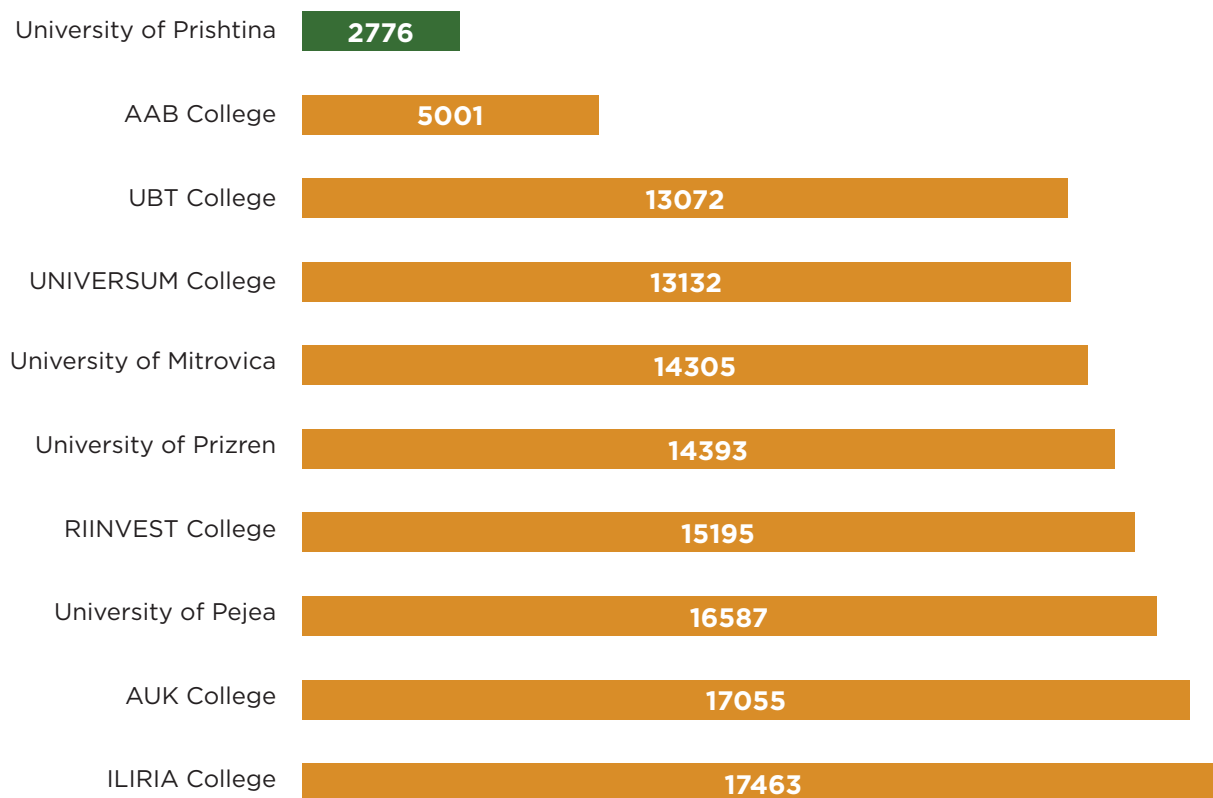
Graph 23. Webometrics ranking of higher education institutions in Kosovo



Source: www.webometrics.info, Ranking, December 2019

Whereas, from the comparison of rankings between higher education institutions in Kosovo, it is noted that the University of Prishtina holds the top position at country level (Graph 24).

Graph 24. Webometrics ranking of higher education institutions in Kosovo



Source: www.webometrics.info, Ranking, December 2019

The MEST has not yet established the State Agency for State Exams, which should be the key institution to implement the Law on regulated professions in Kosovo, approved at the end of 2016. The secondary legislation that will regulate the operation of the Agency is far from being completed.

2.7.4 Teaching and scientific research infrastructure

As part of the result 7.4., a number of activities have been foreseen to provide institutional support for the development of scientific-research infrastructure, assessment of needs for teaching and scientific-research infrastructure and development of plans to maintain and upgrade laboratory equipment.

The main challenges in regards to scientific research activities in Kosovo are related to human resources, dys-

functional infrastructure and equipment. Higher education institutions face lack of physical environments and lab equipment and instruments. Lack of adequate infrastructure for research work is a challenge and gap also when it comes to the participation in the “Horizon 2020” program, since the building of cooperation consortiums takes into account the conditions to carry out research work in higher education institutions. In addition, higher education institutions have no adequate strategy for scientific research, and their funding is limited and capacities weak to engage in international cooperation projects.

The National Science Council (NSC) was established in 2007 and operated until 2011, and despite gaps encountered, managed to draft the National Science Program and the standards for scientific work in Kosovo. The Council consisted of 15 members and was responsible to develop the National Science Program, to comparatively assess the situation of scientific-research activity, its position and development at central and international level, and to propose measures to advance the scientific-research activity. However, after the year 2011, the Assembly of Kosovo could not reach a consensus to appoint the members of the NSC. Therefore, the period from 2007 to 2011 was the only mandate of the NSC and currently the NSC in Kosovo is not operational and there is no updated science program. The inability of the Assembly of Kosovo to have the votes of majority and enable the appointment of the NSC is a typical example of individual political preferences harming the social benefits.

The National Science Program should be the body responsible to develop macro policies and action plans, identifying scientific priorities and financial capacities, aiming to create the conditions for investment in infrastructure, to reinforce the participation in international research projects and develop a systematic education for scientific researchers.

Limited capital investment took place in teaching and scientific research infrastructure during the period 2017-18. The main projects are related to construction of buildings for some faculties and enlargement of public university campuses. The MEST plan to equip 5 institutions with new labs for learning and scientific research work failed due to budgetary limitations. In addition, no initiatives have been taken to draft plans on maintaining and updating scientific research lab equipment.

A research carried out by the Admovere organisation shows that a considerable number of faculties in the University of Prishtina have no libraries, and even the existing libraries are purely furnished. In most of the UP faculties, part of libraries are reading halls as well, and their situation is no better: the number of seats in libraries and reading halls is very limited and working hours are short. The libraries of UP faculties are not supplied with contemporary literature: there is no adequate literature for specific profiles in relevant faculties and no access to international science databases. None of the libraries of the UP faculties has computers, printers, scanners or copy machine, some of them have no internet access.²⁵⁶

256 Admovere, 2018. University of Prishtina: accreditation reports, libraries and magazines. http://admovere.org/wp-content/uploads/2018/12/admovere_raporti_dhjetor2018_ALB.pdf

2.7.5 Higher Education Management Information System

The Higher Education Information Management System (HEMIS) was developed during the period 2015-2017, enabling the generation of data needed for situational analysis in this sector and informed decision making. This shows that the situation has improved compared to the previous state, and this can be noted in the two latest statistical summaries on education, which provide useful data on the number of students and academic staff in higher education.

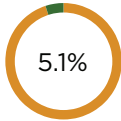
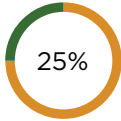
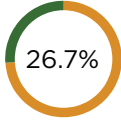
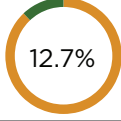
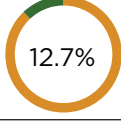
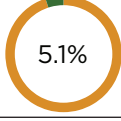
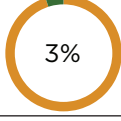
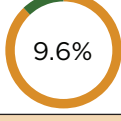
In 2017/18, the Administrative Instruction was reviewed twice in regards to changes and amendments in the Higher Education Management Information System. HEMIS was piloted in 2017 in several higher education institutions and became fully operational in 2018. The MEST organised trainings and drafted guidelines for the staff in higher education institutions on data insertion. However, the HEMIS lacks continuous technical support to address the issues faced while inserting the data and the full data publication in line with the HEMIS concept has not started yet.

The MEST has not developed national indicators of higher education yet, although this activity was foreseen to be completed in 2018.

2.7.6 The linkage with the labour market

The development of study programs not reflecting the real needs of labour markets is a structural gap in higher education in Kosovo. At the same time, these programs lack interdisciplinarity, practical learning and relation to scientific research. The mismatch between labour market needs and knowledge attained in higher education has been identified as one of the main obstacles for a higher employment and country economic development. Table 17 provides an overview of programs accredited in 2019 by study areas defined by the Eurostat. The Table shows that around 60% of study programs belong to the area of education, Arts and humanities, social sciences and services. Finally, the KAA started to request higher education to consult industry in the accreditation process and industry is now part of visits of accreditation experts.

Table 17. Accredited programs in the academic year 2018/19 by study fields

Study area	Public sector	Private sector	Total	Total (%)
Education	15	0	15	 5.1%
Arts and Humanities	45	28	73	 25%
Social sciences, Business and Law	31	47	78	 26.7%
Natural Sciences, Mathematics and Computing	28	9	37	 12.7%
Engineering, production and construction	24	13	37	 12.7%
Agriculture and veterinary	11	4	15	 5.1%
Services	6	3	9	 3%
Health and welfare	12	16	28	 9.6%
Total	172	120	292	

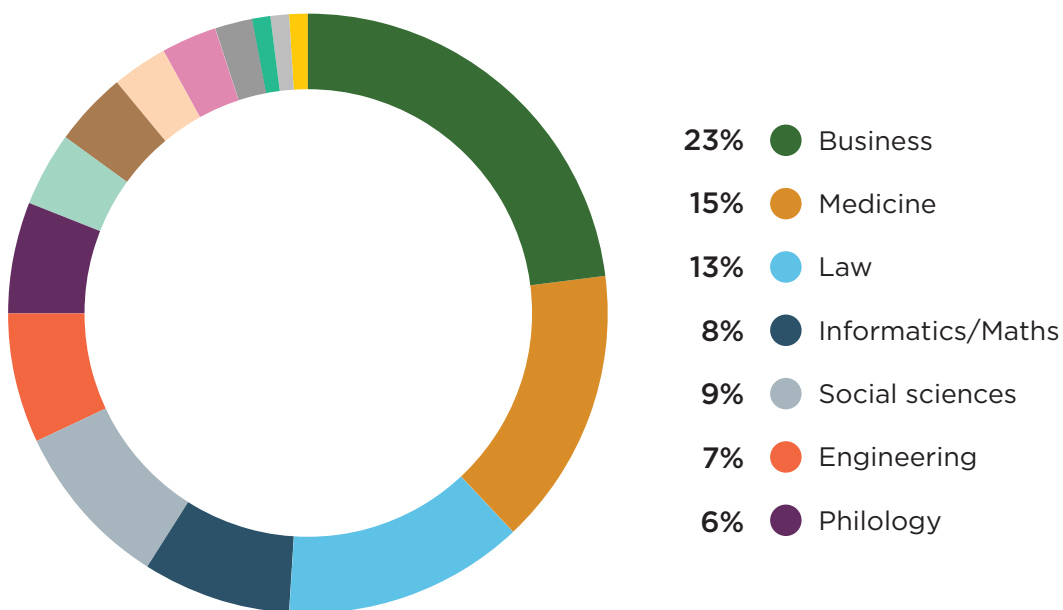
Source: Kosovo Accreditation Agency²⁵⁷

Graphs 25 and 26 present the students enrolled in higher education institutions in Kosovo in 2018 by the ESAC areas. The highest number of students and education programs are in the category of social sciences and law studies. In 2018, a considerable increase was noticed in the number of students in medicine areas, mainly in the private sector.²⁵⁸

257 <http://akreditimi-ks.org/docs/Downloads/Accreditation/kshc20092019/kshc20092019.pdf>

258 MEST, The KESP annual evaluation report for the year 2018, March 2019.

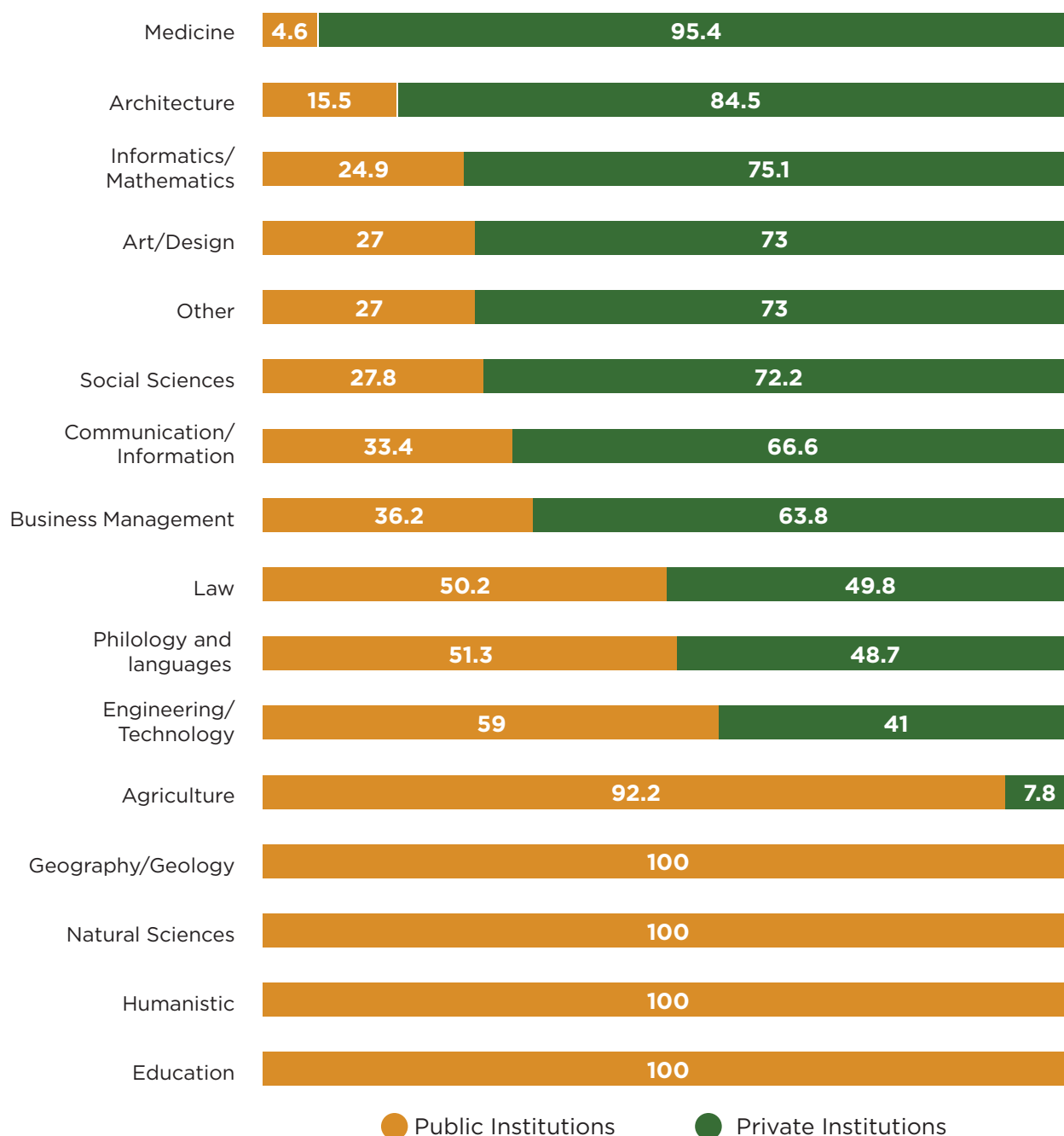
Graph 25. Students enrolled in 2018 by ESAC study areas



Source: MEST, 2018

Based on the MEST/HEMIS data 2018, the highest number of students enrolled for the first time was in the Business area (6775 students), Medicine (4483 students), Law (3727 students), Social sciences (2533 students), Informatics/Maths (2363 students) and Engineering (1950 students). The orientation of students towards Science, Technology, Engineering and Maths remains low.²⁵⁹ The orientation of students towards Social sciences, Humanities, Business and Law is very high compared to market dynamics. This leads to a higher number of unemployed students with a tertiary qualification.

²⁵⁹ MEST, The KESP annual evaluation report for the year 2018, March 2019.

Graph 26: The orientation of students enrolled in 2018 by ESAC study areas and institutions

Source: MEST, 2018

Practical work remains a weakness of study programs in higher education in Kosovo. Lack of information provided to students in regards to practical work as part of a teaching program is one of the forms this weakness manifests. Another weakness is the implementation and quality of practical work. Practical work during studies rarely takes place or does not take place at all. It does not happen even in areas where the expenses to

organise it would be relatively low, such as Social sciences and Humanities. The main reason why there is no practical work is the huge mismatch between the number of students and academic staff, making impossible to have an effective organisation of practical work. Another reason is the lack of interest on behalf of academic staff.

In some faculties of the UP, industrial boards have been established, aiming to address these problems in terms of content, while consulting mechanisms exist in some other higher education institutions.

Several activities, foreseen in the KESP, are related to the establishment of industrial boards and studies carried out about links between higher education programmes and labour market needs. The industrial boards exist in almost all academic units of higher public institutions. Of 18 industrial boards, 10 of them are in the University of Prishtina, 1 in the University of Ferizaj, 2 in the University of Gjakova, 3 in the University of Peja, 1 in the University of Mitrovica and 1 in the University of Gjilan. In addition, all academic units of the University of Peja have their advisory bodies established and functional.

Although with the KESP it is foreseen to have grants awarded during the period 2017-2019 to support at least 30 partnership initiatives between HEIs and businesses, until now no such grant has been awarded. In addition, no study has taken place on the links between study programs and labour market and no attempts have been made to create a system that reviews and orients students towards the most demanded areas in economy.

Currently, 9 professional programs have a valid accreditation from the KAA:

- Industrial management, Professional BA, 180 ECTS, UASF
- Design and construction of wooden products, Professional BA, 180 ECTS, UASF
- Energy Efficiency, Professional MA, 60 ECTS, UP
- Albanian Language and Literature, Professional Master, 60 ECTS, UP
- Cyber Security, Professional BA, 180 ECTS, UASF
- Management of Environment and Agriculture, 210 ECTS, IBCM
- Sales and International Marketing, Professional BA, 210 ECTS, IBCM
- Public Services Management, Professional BA, 210 ECTS, IBCM
- Psychology, Assessment and Intervention, Professional MA, 120 ECTS, Heimerer College

And one level V program:

- Energy Engineering and Management, Level V, 120 ECTS, UBT College

2.7.7 Scientific Publications

Although the scientific research work is an important aspect of higher education development, it is not part of study programs and it is not integrated in the activities of higher education institutions in Kosovo. Teaching is the main activity of the academic staff, whereas the research work is carried out ad hoc, with no discussion platform on scientific research. The number of scientific publications in international indexed magazines of higher education institution staff remains extremely low. Moreover, the academic staff significantly lacks integrity and cases of plagiarism are numerous.

To have the academic staff publish their publications in credible scientific magazines, the MEST issued the Administrative Instruction No. 01/2018 on the recognition principles of platforms and international magazines. The works published should be indexed in one of the following databases: Web of Science, Scopus, EBSCO host, WorldCat or Directory of Open Access Journals.²⁶⁰

According to the research carried out by the ORCA organisation in 2018, during the period 1980-2018, professors of the UP published 1735 papers in magazines with a coefficient, with the UP professors in different order of authorship, of them 1253 are first authors or correspondents. According to this research, 55% of professors of the University of Prishtina have at least one paper published in scientific magazines with a coefficient. Whereas, 208 professors have no scientific paper published in scientific magazines with a coefficient. The Faculty of Medicine is the first one with 528 papers published in scientific magazines, followed by the Faculty of Mathematics and Natural Sciences with 524 papers, the Faculty of Agriculture and Veterinary with 184 papers, the Faculty of Economics with 98 papers, the Faculty of Mechanical Engineering and the Faculty of Education with 94 papers. The faculties of exact sciences have much more papers published in scientific magazines by their professors compared to faculties of Social sciences and Humanities. However, of 1735 scientific papers published by professors of the UP, this organisation evaluates that 502 of them have been published in dubious journals.²⁶¹ Although publication in these journals damages the UP credibility and image and is in contradiction with the academic integrity principles, the UP Ethics Council has taken no disciplinary measure against any academic staff.²⁶²

The Admovere organisation, in a study carried out in 2018 on the situation in the University of Prishtina, evaluates that the approach of academic promotion by verifying technical criteria has been used for manipulation purposes, enabling the publication of different scientific publications, frauds, plagiarism and falsification of scientific results, consequently severely damaging the academic integrity.²⁶³ According to this organisation, often diploma thesis are plagiarism of papers drafted in previous years, and there are cases when they are written in return for a fee by individuals offering these services in social media, or announcements distributed even in the UP environment.²⁶⁴

260 MEST, 2018. Administrative Instruction No. 01/2018. <https://bit.ly/2yO6nOL>

261 ORCA, 2008. Academic Integrity, Scientific Publication and Management of the University of Prishtina. http://orca-ks.org/wp-content/uploads/2018/10/Raporti-perfundimtar_Shqip_Web.pdf

262 CPC, 2019. "A dialogue among the deaf" On the academic integrity in the University of Prishtina http://www.cpc-ks.org/wp-content/uploads/2019/02/CPC_DialogMesTe-Shurdherve_4Print.pdf

263 Admovere, 2018. The UP academic staff: studies, other engagements, plagiarism, assessments and staff - student ratio. http://admovere.org/wp-content/uploads/2018/11/admovere_plagjiaturaUP_ALB_web-2.pdf

264 Admovere, 2017. The situation in the UP, where professors pretend to be lecturing and students to be studying. <http://admovere.org/wp-content/uploads/2017/11/GJENDJA-NE%CC%88-UP-profesore%CC%88t-bahen-kishe-po-ligje%CC%88rojne%CC%88-studentat-bahen-kishe-po-studiojne%CC%88.docx.pdf>

MID-TERM EVALUATION: IMPLEMENTATION OF KOSOVO EDUCATION STRATEGIC PLAN

Public higher education institutions in Kosovo have no funds for scientific research and do not financially support their members for their publications in scientific magazines. On the other hand, there is no public information about the expenses incurred by the MEST from the Science Fund. There is no evidence based on any accountability mechanism to monitor budgetary spending, including scientific researchers and their respective areas, and scientific and practical contributions of research projects published. The funding from the Science Fund is allocated through 10 main funding schemes. The following Table has been drafted based on the MEST data and presents information on the financial schemes and the budget allocated to them.

Table 18: Science Fund, budgetary allocations by schemes (2011-2018)

Funding Scheme	2011	2012	2013	2014	2015	2016	2017	2018	2019
Academic and Scientific Publications	100,000€	100,000€	100,000€	85,000€	79,000€	79,000€	79,000€	79,000€	300,000€
Small scientific projects	233,965€	80,000€	81,970€	93,524€	150,000€	150,000€	150,000€	150,000€	117,000€
Short term exchanges	12,000€	15,000€	22,000€	40,000€	50,000€	50,000€	50,000€	50,000€	200,000€
Doctoral studies scholarships	0	100,000€	95,000€	100,000€	40,000€	40,000€	40,000€	40,000€	200,000€
Awards for researchers	5,000€	7,500€	7,500€	5,500€	12,000€	12,000€	12,000€	12,000€	25,000€
Lab equipment	/	/	/	50,000€	50,000€	50,000€	50,000€	50,000€	200,000€
Innovation voucher scheme	/	/	/	/	15,000€	15,000€	15,000€	15,000€	/
Postdoctoral studies scholarships	/	/	/	/	/	/	/	/	100,000€
Master studies scholarships	/	/	/	/	/	/	/	/	100,000€
Support in applying for international projects	/	/	/	/	/	/	/	/	10,000 €
Total	350,965€	302,500€	306,470€	375,024€	396,000€	396,000€	396,000€	396,000€	1,252,000€

Source: MEST, Report on the activity of the Department of Science and Technology in the MEST

2.7.8 The Legislation on Higher Education

The new Draft law on higher education was approved by the Government of Kosovo in October 2015, but it could not be approved by the Assembly of Kosovo because of the disagreement of the parliamentary members of Serbian community and the lack of support from the Assembly Committee on Education.²⁶⁵ The Government of Kosovo resulting from the elections held in June 2017, also worked in reviewing this Draft law and yet the law could not be sent for review and approval in the Assembly of Kosovo.

The Law on regulated professions approved at the end of 2016 is not implemented yet, although 3 months after its entry into force, by-laws on the implementation of the law were supposed to be drafted and new bodies foreseen with the law to be functional. In regards to by-laws (Administrative Instructions), 13 of them, regulating the area of higher education, were approved during the period 2017-2019. Some of these Administrative Instructions are related to the harmonisation of earlier instructions with the new Law, whereas others regulate the current issues of higher education.

THE ADMINISTRATIVE INSTRUCTION NO. 01/2017²⁶⁶ on the publication and scientific publications in the magazines with impact factor aims to regulate and clarify the application procedures on covering the expenses for scientific publications in magazines indexed in the Web of Science and Scopus with a positive impact factor in all areas of scientific research that promote and advance scientific achievements in Kosovo. The MEST covers up to 80% of the expenses of publications for scientific magazines indexed in this two above mentioned platforms.

THE ADMINISTRATIVE INSTRUCTION NO. 02/2017²⁶⁷ on the validity of study programs of private bearers of higher education defines the conditions and criteria to be complied by private bearers of higher education to assure the validity of study programs that have been accredited and licensed before the entry into force of the Law No. 04/L-037 on Higher Education in Kosovo and equal treatment of diplomas, grades and qualifications with the study programs offered by public institutions that provide a qualification for teaching.

THE ADMINISTRATIVE INSTRUCTION NO. 14/2017²⁶⁸ for scholarship allocation defines the conditions, criteria and procedures of offering scholarships to support students in public higher education institutions by the Ministry of Education, Science and Technology.

THE ADMINISTRATIVE INSTRUCTION NO. 01/2018²⁶⁹ and **THE ADMINISTRATIVE INSTRUCTION 07/2018 AMENDED²⁷⁰** on the recognition principles of platforms and international magazines with reviews defines the platforms of indexing databases of scientific journals that are equally evaluated with a coefficient.

265 ORCA, 2017. Evaluation Report on the Implementation of Kosovo Education Strategic Plan in 2017. https://keen-ks.net/site/assets/files/1345/raporti_i_vleresimit_psak_alb-2.pdf

266 <https://masht.rks-gov.net/uploads/2017/08/1-2017-ua-per-publikime-dhe-botime-shkencore-rotated.pdf>

267 <https://masht.rks-gov.net/uploads/2017/08/2-2017-ua-per-vlersimin-e-programeve-studimore-te-bartesve-privat-te-a.pdf>

268 <https://masht.rks-gov.net/uploads/2017/12/ua-masht-14-2017-per-ndarjen-e-bursave.pdf>

269 <https://masht.rks-gov.net/uploads/2018/01/ua-nr-01-2018-parimet-e-njohjes-se-platoformave-dhe-revistave-nderkombetare-me-recension.pdf>

270 https://masht.rks-gov.net/uploads/2018/05/ua-7-2018-per-plotesimin-dhe-precizimin-e-ua-parimet-e-njohjes-per-revistat-nderkombetare_1.pdf

THE ADMINISTRATIVE INSTRUCTION NO. 06/2018²⁷¹ on the criteria and procedures for the appointment of members of the State Quality Council of the Kosovo Accreditation Agency, in line with the provisions of the Law on Higher Education defines the composition and the mandate of members of the State Quality Council and the criteria for members' selection.

THE KAA REGULATION ON THE WORK OF THE STATE QUALITY COUNCIL (SQC)²⁷² defines the operation, composition, decision making, duties and the work of State Quality Council. The SQC is defined as a KAA policy making and decision making body that defines the main objectives and timeline for the processes of HEI assessment, approves the Standards, Procedures, Criteria and HEI Assessment by the KAA, drafts and approves the KAA Statute and other regulations necessary for the KAA to operate, approves the list of international accreditation experts, reviews the HEI requests for institutional and study programs accreditation/re-accreditation.

THE ADMINISTRATIVE INSTRUCTION NO. 12/2018²⁷³ on the principles and procedures for the recognition of diplomas, grades and qualifications of higher professional schools and universities outside the Republic of Kosovo defines the principles and responsibilities in regards to the procedure for the recognition and the equivalent of diplomas and grades earned in institutions of higher education accredited and recognised outside the Republic of Kosovo, as per the Law on Higher Education in Kosovo. This by-law obliges all the candidates aiming to be employed in Kosovo and who have a professional diploma and university diploma earned in universities abroad to undergo the procedures of their recognition with the National Academic Recognition and Information Center - NARIC in the MEST. The assessment for the recognition of studies and qualifications is based on the duration of study programs, degree earned, study level, ECTS, period of mobility/transfer and decisions of accreditation and licensing of programs and institutions.

The purpose of the ADMINISTRATIVE INSTRUCTION NO. 13/2018²⁷⁴ on the Higher Education Management Information System (HEMIS) is the establishment and functioning of the HEMIS.

ADMINISTRATIVE INSTRUCTION NO. 15/2018²⁷⁵, amended ADMINISTRATIVE INSTRUCTION NO. 02/2019, AMENDED ADMINISTRATIVE INSTRUCTION NO. 08/2019²⁷⁶ and AMENDED ADMINISTRATIVE INSTRUCTION NO. 13/2019²⁷⁷ on the accreditation of higher education institutions in the Republic of Kosovo, define the competences of Kosovo Accreditation Agency, requirements and procedures for the accreditation of higher education institutions and their study programs in Kosovo. In addition, the KAA is responsible to monitor and control quality of accredited higher education institutions.

271 <https://masht.rks-gov.net/uploads/2018/05/ua-nrmash-06-2018-per-kriteret-dhe-procd-e-emerimit-te-anetareve-te-kshcaka-x.pdf>

272 <https://drive.google.com/file/d/0B7etG3bh-SBVVkt4T2J5bmZuOTdYVFN4bFZmMnFwakx3Z0tR/view>

273 <https://masht.rks-gov.net/uploads/2018/09/ua-nr-12-2018-parimet-dhe-procedurat-e-njohiese-se-diplamave-gradave-dhe-kualifiki-meve-te-shkollave-te-lart-profesionale-dhe-universitare-te-fituar-jashte-republikese-se-kosoves-x.pdf>

274 https://masht.rks-gov.net/uploads/2018/10/ilovepdf-merged_1.pdf

275 <https://masht.rks-gov.net/uploads/2018/10/ilovepdf-merged.pdf>

276 <https://masht.rks-gov.net/uploads/2019/05/ua-masht-08-2019-per-ndryshim-dhe-plotesim-te-ua-nr-15-18.pdf>

277 <https://masht.rks-gov.net/uploads/2019/07/4dd5f6a7-x.pdf>

2.7.9 Higher education funding

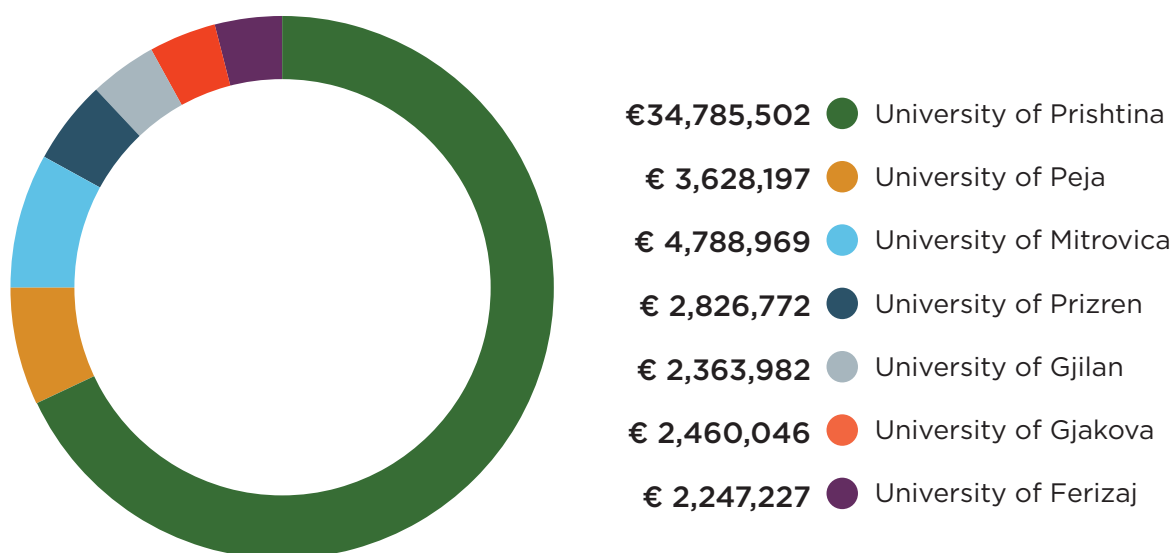
Kosovo has no methodology prepared yet on higher education institutions' funding that promotes effectiveness and accountability, although the higher education legal framework defines the development of effective performance based funding mechanisms.

Kosovo applies the lowest payment per semester in the region, with Eur 25 per semester or Eur 50 per year (excluding the students of first year, the categories of the war, families receiving social assistance and families with two or more children, who are released from the payment). Students in Croatia pay Eur 270-1300 per year (subject to study area); students in Serbia pay Eur 1000-5000 per year; students in North Macedonia pay Eur 200-400 per year and students in Albania pay Eur 160-330 per year.²⁷⁸

On the other hand, public higher education institutions in Kosovo rarely use the opportunities to create own source revenues. Creation of own source revenues is an important aspect for the operation of a university. Public universities should use a variety a financial resources to ensure stability and higher standard. The additional sources could be used to increase the incomes for the most distinguished staff, improve the information technology infrastructure, increase infrastructure capacities and their maintenance.

Most of the spending in higher education is dedicated to the University of Prishtina (65.5%). Six other public higher education institutions account for 34.5% of spending in higher education. The total budget allocated to public higher education institutions in Kosovo in 2019 is 53 million EUR.²⁷⁹ UThe University of Prishtina continues to be a special budgetary category, whereas other public universities are MEST financial subprograms of higher education.

Graph 27: Public higher education institution funding 2019



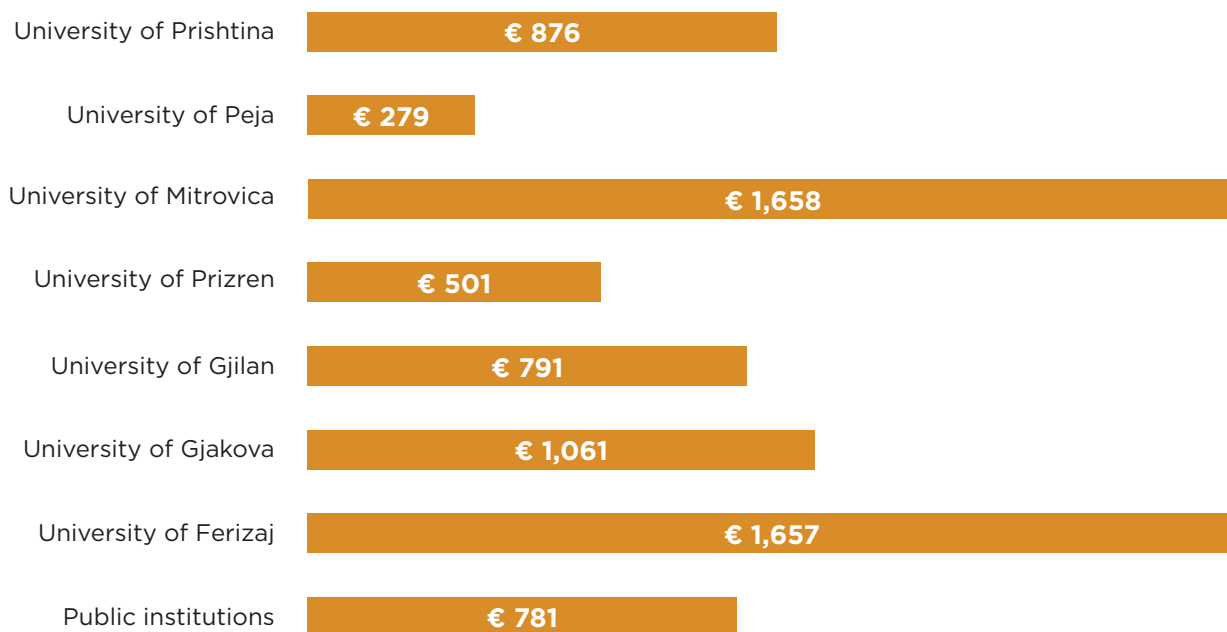
Source: Ministry of Finance, 2019

278 Dukagjin Pupovci and Gersi Gashi. Reforming the University of Prishtina - mission possible?, Democracy for Development Institute, 2015 http://d4d-ks.org/wp-content/uploads/2015/11/D4D_PL_07_SHQ_Web.pdf

279 Ministry of Finance. Law No. 06/1 -133 on the budget appropriations for the budget of the Republic of Kosovo for year 2019. <https://mf.rks-gov.net/desk/inc/media/4CEFBA4C-4397-4901-AB93-2AA37F43A9F7.pdf>

The average spending per student in 2019 shows the difficulties faced by public universities in offering quality studies. The University of Peja and the University of Prizren enrol many students compared to funding received. This may limit the recruitment of academic staff. The average spending per student in public universities is EUR 781.

Graph 28: Annual spending per student (Eur) in public higher education institutions 2019



Source: Ministry of Finance, 2019 and Education Statistics 2018/19, MEST

The Law on Higher Education foresees the establishment of effective mechanisms for transparent funding which promotes accountability. This funding takes place based on three-year strategic plans negotiated between higher education institutions and the MEST. Unfortunately, there were no actions taken to implement the norms of this law, instead the funding of higher education is still based on fixed budget amounts and the requests of higher education institutions.

In this regard, the MEST should draft a by-law to define the standards and the process of drafting Development Strategic Plans of public higher education institutions in Kosovo. Strategic plans should be prepared for a minimal three-year period and drafted in close cooperation with the institution academic community and external stakeholders and private sector. In addition, strategic plans should reflect annual and long term budgetary processes of the institution. The implementation of institution strategic plans should be monitored in short and medium terms and the results achieved should be evaluated. Strategic plans ensure transparency and accountability to state authorities and society, and clarity of intentions for development partners and potential donators to support the development initiatives of higher education institutions. Through these plans, institutions can be developed systematically and structurally, avoiding improvisation and actions that are not planned. Currently, all public universities have their strategic plan developed and approved.

A sustainable higher education funding is crucial to have a normal operation and development of higher education institutions. Higher education institution funding should be based on their performance. Performance agreement is an instrument regulating the relation between the country and autonomous higher education institution, especially the funding part, based on the targeted performance model. The performance agreement defines the development objectives of the higher education institution for a defined period and is an important mechanism for the government to improve the quality of higher education system.

2.7.10 Academic staff mobility

Promotion of the mobility of academic staff and students in the region, EU countries and other countries with an advanced education system is part of this result. To achieve it, two main activities are foreseen: participation in international and regional academic mobility programs and implementation of joint study programs with international higher education institutions.

Kosovo is part of academic mobility schemes, such as: CEEPUS, Erasmus Mundus and benefits from different forms of bilateral and multilateral support in higher education. The opportunities for staff and student mobility are numerous, although lack of fluency in English by the staff and students limits the opportunities of using these schemes.

In Erasmus+ program, Kosovo extended its participation in other new schemes from 2017 with the agreement signed with the European Commission. This agreement is mandatory in the financial aspect and Kosovo is obliged to make an annual payment of EUR 50,000. In Erasmus + program, Kosova participates in “Key 1 – Exchange programs and joint diploma programs) actions and “Key 2 – Capacity Building in the field of Higher Education actions). Consequently, 1934 members of academic staff and students from Kosovo benefited from Erasmus + program mobility scholarships during the period 2017-2019, whereas Kosovo hosted 1027 mobilities.²⁸⁰

Table 19. Academic staff and student mobility in Erasmus + (KA1) 2017-2019

KA1: International Credit Mobility	2017	2018	2019	Total
Incoming exchanges	512	517	905	1934
Outgoing exchanges	260	267	500	1027
Total	772	784	1405	2961

Source: Erasmus+ Kosova²⁸¹

280 <http://erasmuspluskosovo.org/en/erasmus/projects/>

281 <http://erasmuspluskosovo.org/en/erasmus/projects/>

In addition, Kosovar students can benefit study scholarships from the program for joint Master in two or more European universities. 12 Kosovar students benefited such study scholarships for the period 2017-2019.²⁸²

Since 2008, Kosovo also is part of the Central European Exchange Program for University Studies (CEEPUS), supporting cooperation partnership between universities of Central and Southeastern Europe and promoting cooperation between universities, through exchange of academic staff, researchers and students. The following table presents the data on the number of beneficiaries (students and academic staff) from the CEEPUS program for the period 2008-2019.

Table 20. Number of beneficiaries from the CEEPUS program exchange scheme 2008-2019

CEEPUS	Students	Academic staff	Total
Incoming exchanges	19	129	148
Outgoing exchanges	201	67	268
Total	220	196	416

Source: MEST, 2019

In 2018, in cooperation with the Hungarian Government, 50 scholarships were awarded for university, master and doctoral studies. As part of the US Fulbright program, 14 students have been supported and also 2 students to study in Japan. According to the Agreement with the University of Sheffield (City College), 62 Kosovar students benefited scholarships (30 Bachelor, 25 Master, 15 MBA for the employees in the public sector and 2 scholarships for doctoral studies).

In regards to the implementation of joint study programs with international higher education institutions, no progress was achieved. Currently, only the doctoral program from the Faculty of Education is offered in close cooperation with the University of Ljubljana, although it is not a joint program in terms of joint diploma. Another joint program at country level is the one offered by the University of Gjilan, University of Prizren and University of Peja, named Local Governance and Democratic Society, accredited by the KAA in 2017 for the period 2017-2020.

²⁸² Ibid.

2.7.11 Participation in international programs

Kosovo participated in a very low number of projects in the EU research and innovation program “Horizon 2020”. For the period 2014-2019, there are 72 applications from Kosovo, of which 66 have been acceptable applications. Compared to other Western Balkan countries, the participation of Kosovo in this program remains quite low. This may be partly attributed to the fact that Kosovo participates as an “international cooperation partner”, unlike other Western Balkan countries. In addition, insufficient capacities for scientific research and international networking are another reason for the low level of participation.²⁸³

The low number of applications in the “Horizon 2020” program has been clearly presented in the table below, comparing Kosovo and other Western Balkan countries. Kosovo has the lowest number of applications in the region (67), and the lowest number of applications supported (11). Kosovo’s positioning is far away from the one of Serbia, the leading country in the region with 2,464 applications, of which 203 applications supported. The table below presents information about the number of applicants and the contribution required by the EU from the Western Balkan countries.

Table 21. Applications in Horizon 2020 program for the period 2014-2019

Country	Applications received	Applications being processed	Contribution required by the EU (EUR)	Applications
Serbia	2214	244	733,787,674 EUR	2828
North Macedonia	517	58	144,904,555 EUR	626
Montenegro	176	22	46,162,769 EUR	208
Kosovo	66	12	7,830,807 EUR	72
Bosnia and Herzegovina	343	46	81,046,225 EUR	445
Albania	270	24	69,671,042 EUR	335

Source: HERAS project, 2019

According to the applications selected to be supported as per thematic priority, the largest projects (25) belong to the pillar “Europe in a changing world - inclusive, innovative and reflective societies”. Whereas, the largest number of successful projects belong to the pillars “Health, Demographic change and Wellbeing” and “Climate action, Environment, Resource Efficiency and Raw materials”. The table below provides data on the successful and unsuccessful applications by thematic priorities.²⁸⁴

283 HERAS, 2019. “Mapping the research and Innovation system in Kosovo” concept document. .

284 Ibid.

Table 22. Applications in Horizon 2020 program for the period 2014-2019 by thematic

Thematic priority	Unsuccessful acceptable applications	Proposals under consideration	Successful proposals (%)
Environment	0	1	100%
Health, Demographic change and Wellbeing	3	3	50%
Climate action, Environment, Resource efficiency and Raw materials	2	2	50%
Secure societies - Protecting freedom and security of Europe and its citizens	3	2	40%
Information and Communication Technologies	4	1	20%
Marie-Sklodowska-Curie Actions	10	1	10%
Europe in a changing world - Inclusive, innovation and reflective societies	25	2	7%
Research infrastructure	2	0	0%
Science with and for society	2	0	0%
Food Security, Sustainable Agriculture and Forestry, Marine, Maritime and Inland Water Research and the Bioeconomy	1	0	0%
Secure, Clean and Efficient Energy	1	0	0%
Smart, Green and Integrated Transport	1	0	0%

Source: Horizon 2020 Dashboard ²⁸⁵

285 <https://webgate.ec.europa.eu/dashboard/sense/app/93297a69-09fd-4ef5-889f-b83c4e21d33e/sheet/a879124b-bfc3-493f-93a9-34f0e7fba124/state/analysis>

While analysing the contributions required in terms of the type or organisation, it is noted that the applications from Kosovo are mainly from the NGOs, small and medium enterprises and individuals/groups of researchers. So far, none of higher education institutions in Kosovo received a grant from the “Horizon 2020” program. It seems that the key issue is the lack of interest from higher education institutions and their academic staff. Lack of willingness from higher education institutions in Kosovo to apply in such international research calls is directly related to international research culture, which does not allow for such initiatives of scientific research funding.

In the COST Association, where Kosovo has the status of Near neighbour country since 2018, according to the data, there are 12 COST actions in which researchers from Kosovo participate.

The European Commission has organised informative sessions for 90 persons in regards to the opportunities offered as part of the program. The HERAS project supported the Contact Points training about program participation and opportunities.

The MEST provided no support in applying to European programs (Horizon 2020). The grants foreseen for higher education institutions to cover the application costs were not offered during the period 2018-2019. In addition, no support was offered to support public higher education institutions to establish their project drafting and coordination units. However, in the University of Prishtina, the Office for Research projects has been established with the support of the Arizona State University. Around 22 professors from the Faculty of Education of the University of Prishtina were supported by the University of Indiana in their research and scientific research work.²⁸⁶

286 MEST, The KESP annual evaluation report for the year 2018, March 2019.

2.7.12 Activity Implementation Matrix - Higher Education

Strategic Objective SO7: Upgrading the quality and competitiveness of higher education through the promotion of excellence in teaching, scientific research, artistic creation, innovation, and internationalisation.

Result 7.1. Academic staff - student ratio in HEI is at least 1:40

Activities	Scheduled time	Clarification
7.1.1. Development of new programmes for doctoral studies	2017	No doctoral study program has been developed since 2017.
7.1.2. Support students in doctoral studies in international higher education institutions	2017 - 2021	A limited number of scholarships were offered for this purpose since 2017. During the period 2017-2018, the HERAS project supported 9 members of academic staff of public institutions for doctoral studies and postdoctoral studies, whereas the MEST supported 4 candidates for doctoral studies and in cooperation with international development partners supported 4 students for doctoral studies in Hungary, 1 in Japan and 2 in Greece.
7.1.3. Development of mechanisms for planning student admission in higher education institutions	2017 - 2018	HEIs have no official recruited/appointed to plan and analyse student admission. From the academic year 2016/17, the Kosovo Accreditation Agency started to define the number of students to be enrolled with its decisions for the accreditation of study programs

Result 7.2. Mechanisms for professional development of academic staff in HEIs are fully functional

Activities	Scheduled time	Clarification
7.2.1. Establishment and functioning of the offices for teaching excellence	2017 - 2018	Only the University of Prishtina established the Office for teaching excellence, which is operational and developed its development strategy. None of other public higher education institutions in Kosovo established or made functional such offices.
7.2.2. Assessment of the academic staff needs for professional development	2017 - 2021	Not implemented.
7.2.3. Development of a professional development plan for academic staff	2017 - 2018	Not implemented.
7.2.4. Development of monitoring and assessment mechanism for academic staff work	2017 - 2018	Not implemented.

Result 7.3. Mechanisms for quality assurance in higher education are fully functional

Activities	Scheduled time	Clarification
7.3.1. Enhancement and development of the KAA human resources and financial capacities to implement European standards and guidelines for quality assurance in the European Higher Education Area	2017 - 2019	<p>The KAA currently has 5 employees and an acting director. Unlike the situation in 2017, the number of KAA employees decreased. Until the end of 2017, the KAA had 7 employees, but 4 of them had resigned. The recruitment procedure was developed for the four vacancies, however the KAA managed to hire only 2 new employees.</p> <p>The purpose of study visits conducted by the KAA staff to build capacities is to get familiar with the trends and European practices to assure quality in higher education.</p> <p>The KESP 2017-2021 foresees increased financial capacities, but the KAA budget has been constantly reduced since 2016.</p>
7.3.2. Enhancement and development of the human capacities of the National Academic Recognition and Information Center - NARIC	2017 - 2019	No data exist.
7.3.3. Supporting HEIs in implementing quality assurance policies	2017 - 2021	The KAA drafted and approved new standards based on European standards and guidelines ESG 2015. The KAA, also functionalized the "E-Accreditation" platform, which is used for most of the processes related to higher education institution assessment and accreditation, such as the declaration of academic staff engaged in institutions. The application for accreditation will be done electronically as well. In addition, this platform will enable academic staff, students, stakeholders and public opinion to have precise information in regards to the accreditation process, maximising the KAA transparency and accountability.
7.3.4. Complementing the accreditation with a ranking process of programmes and institutions according to the European Multidimensional Framework	2017 - 2019	Not implemented.
7.3.5. Establishing and making operational the Agency for Standards and Assessments for Regulated Professions	2017 - 2018	Not implemented.

Result 7.4. Advance infrastructure and technology for teaching, research and scientific as well as artistic work

Activities	Scheduled time	Clarification
7.4.1. Infrastructure needs assessment for teaching and scientific research work	2017	Not implemented.
7.4.2. Institutional support for the development of scientific-research infrastructure	2018 - 2019	The MEST plan to equip 5 institutions with new labs for learning and scientific research work failed due to budgetary limitations
7.4.3. Development of plans for maintenance and upgrading of laboratory equipment	2018 - 2020	No initiative have been taken to draft plans on maintaining and updating scientific research lab equipment.

Result 7.5. Education Management Information System in higher education (HEMIS) is fully functional by 2019

Activities	Scheduled time	Clarification
7.5.1. EMIS development in higher education with the possibility of collecting and processing relevant information on HEI	2017 - 2021	The Higher Education Management Information System (HEMIS) has been developed, enabling the generation of different data related to higher education.
7.5.2. Development of guidelines and staff training for data collection and analysis	2017	In 2017/18, the Administrative Instruction was revised twice in regards to changes and amendments in the Higher Education Management Information System. The MEST organised trainings and drafted guidelines for staff in higher education institutions on data insertion.
7.5.3. Development of national indicators of higher education	2018	The MEST has no national indicators of higher education developed yet.

Result 7.6. Study programmes are in line with labour market requirements and services for career guidance and counselling in HEIs

Activities	Scheduled time	Clarification
7.6.1. Establishment and functioning of industrial councils	2017	<p>In some faculties of the UP, industrial boards have been established, aiming to address these problems in terms of content, while consulting mechanisms exist also in some other higher education institutions.</p> <p>The industrial boards exist in almost all academic units of higher public institutions. Of 18 industrial boards, 10 of them are in the University of Prishtina, 1 in the University of Ferizaj, 2 in the University of Gjakova, 3 in the University of Peja, 1 in the University of Mitrovica and 1 in the University of Gjilan. In addition, all academic units of the University of Peja have their advisory bodies established.</p>
7.6.2. Encouragement of partnerships with businesses	2017 - 2021	Although with the KESP, for the period 2017-2019, it is foreseen to have grants to support at least 30 partnership initiatives between HEIs and businesses, until now no such grant has been awarded.
7.6.3. Carry out a study on the links between higher education programmes and labour market needs, which should serve as a baseline for the plan for profiling public universities based on the development potential of the country and different Kosovo regions	2017	Not implemented.
7.6.4. Review of the existing study programmes	2017	There were constant reviews of study programmes in higher education institutions.
7.6.5. Support new programmes in applied sciences and professional programmes, aligned with labour market requirements	2018 - 2020	Currently, 9 professional programs and one level V program have a valid accreditation from the KAA.

7.6.6. Provision of professional services for businesses	2017	Not implemented.
7.6.7. Establishment of a system for labour market analysis at national, regional and local level	2019 - 2021	Not implemented.
7.6.8. Establishment and functionalization of Career Development Centres in HEIs	2018 - 2019	Only the University of Prishtina and the University of Peja have operational Career development offices.
7.6.9. Development of occupational standards in higher education	2017	No occupational standards in higher education have been developed.

Result 7.7. The number of scientific publications in international indexed magazines authored by the academic staff increases by 25% every year

Activities	Scheduled time	Clarification
7.7.1. Analysis of research activities by the academic staff	2017	Not implemented.
7.7.2. Development of action plans for scientific research activities	2017 - 2018	Only the University of Prishtina has a Strategy on research work.
7.7.3. Establishing and making the Ethics Committees operational in HEIs	2017 - 2018	The Ethics Committees have been established and are operational in almost all HEIs and also have their regulations on their operation approved. However, there are rare cases or no cases of disciplinary measures taken against any academic staff.
7.7.4. Supporting the publication of scientific works in indexed magazines and presentation of the results in international conferences	2017 - 2021	<p>The MEST issued the Academic Instruction (MEST) No. 01/2018 on the recognition principles of platforms and international magazines.</p> <p>Public higher education institutions in Kosovo have no funds for scientific research and do not financially support their members for their publications in scientific magazines.</p> <p>On the other hand, there is no public information about the expenses incurred by the MEST from the Science Fund. There is no evidence based on any accountability mechanism to monitor budgetary spending, including scientific researchers and their respective areas, and scientific and practical contributions of research projects published.</p>

7.7.5. Provision of access to electronic libraries and encouragement for their use	2018 - 2021	No data exist.
7.7.6. Establishment of a national scientific researcher registry	2017	Not implemented.

Result 7.8. Legal framework for higher education is reviewed and completed by 2018

Activities	Scheduled time	Clarification
7.8.1. Review and drafting by-laws in accordance with the new legislation	2017	The new Draft law on Higher Education is not approved yet. In regards to by-laws (Administrative Instructions), 13 of them regulating the area of higher education were approved during the period 2017-2019.
7.8.2. Harmonisation of statutes and other by-laws of HEI with the new legislation	2017 - 2018	The new Draft law on Higher Education is not approved yet.
7.8.3. Development of a legal framework for HEMIS	2017	The Administrative Instruction on the Higher Education Management Information System (HEMIS) functioning has been drafted and approved.

Result 7.9. Performance-based higher education funding formula starts its implementation by 2020

Activities	Scheduled time	Clarification
7.9.1. Drafting of by-law on higher education funding formula	2017	Not implemented.
7.9.2. Development of gender sensitive performance indicators in higher education	2017	Not implemented.
7.9.3. Drafting strategic plans for HEIs development	2017 - 2018	Currently, all public universities have their strategic plan developed and approved.
7.9.4. Development of a framework for the monitoring and assessment of performance agreements	2017 - 2019	Not implemented.

7.9.5. Development of special positive measures and training programmes for the enrolment and retention of students to HEIs from socially vulnerable categories and under-represented communities

2017 - 2021 Not implemented.

Result 7.10. Increased mobility of academic staff and students of HEIs

Activities	Scheduled time	Clarification
7.10.1. Implementation of joint study programmes with international higher education institutions	2018 - 2021	Currently, only the doctoral program from the Faculty of Education is offered in close cooperation with the University of Ljubljana, although it is not a joint program in terms of joint diploma.
7.10.2. Participation in regional and international academic mobility programmes	2017 - 2021	<p>Kosovo is part of academic mobility schemes, such as: CEEPUS, Erasmus Mundus and benefits from different forms of bilateral and multilateral support in higher education.</p> <p>1934 members of academic staff and students from Kosovo benefited from Erasmus + program mobility scholarships during the period 2017-2019, whereas Kosovo hosted 1027 mobilities.</p> <p>In addition, Kosovar students can benefit scholarships from the program for joint Master in two or more European universities. 12 Kosovar students benefited such study scholarships for the period 2017-2019.</p> <p>Kosovo, since 2008, is part of the Central European Exchange Program for University Studies (CEEPUS), supporting cooperation partnership between universities of Central and South-eastern Europe and promoting cooperation between universities, through exchange of academic staff, researchers and students. Kosovo had 416 exchanges of academic staff and students during the period 2008-2019.</p> <p>In 2018, in cooperation with the Hungarian Government, 50 scholarships were awarded for university, master and doctoral studies. As part of the US Fulbright program, 14 students have been supported and also 2 students were supported to study in Japan. According to the Agreement with the University of Sheffield (City College), 62 Kosovar students were awarded scholarships (30 Bachelor, 25 Master, 15 MBA for the employees in the public sector and 2 scholarships for doctoral studies).</p>

Result 7.11. Increased participation in international higher education and scientific research programmes

Activities	Scheduled time	Clarification
7.11.1. Establishment and continued functioning of institutional mechanisms for project development and coordination	2018 - 2021	No support was offered to public higher education institutions to establish their project drafting and coordination units. However, in the University of Prishtina, the Office for Research projects has been established with the support of the Arizona State University. Around 22 professors from the Faculty of Education of the University of Prishtina were supported by the University of Indiana in their research and scientific research work.
7.11.2. Capacity building of HEI in project management based on needs assessment	2017 - 2021	Not implemented.
7.11.3. Support for application to European programmes for higher education and scientific research	2017 - 2021	The grants foreseen for higher education institutions to cover application costs were not offered during the period 2018-2019. Kosovo participated in a very low number of projects in the EU research and innovation program "Horizon 2020". In the period 2014-2019, there are 72 applications from Kosovo, of which 66 have been acceptable applications. Compared to other Western Balkan countries, the participation of Kosovo in this program remains quite low.
7.11.4. Promotion of European higher education and scientific research programmes	2017 - 2021	The MEST provided no support in regards to the application in European programs (Horizon 2020). The European Commission organised informative sessions for 90 persons in regards to the opportunities offered as part of the program. The HERAS project supported the Contact Points training about program participation and opportunities.

2.7.13 The progress achieved against defined indicator

SO7 Higher Education: Upgrading the quality and competitiveness of higher education through the promotion of excellence in teaching, scientific research, artistic creation, innovation, and internationalisation.

Indicators	Basis	Target	Achievement	Clarification
Number of students per 100,000 inhabitants	6,669	/	5,824	There are 104,513 students in the academic year 2018/19. Whereas, the population of Kosovo in 2019 is evaluated to be 1,794,432 inhabitants.
Gross Enrolment Rate	69.1%.; In the academic year 2014/15, the total number of students was 120,378 students	/	66.1%	There are 104,513 students in the academic year 2018/19. Whereas, there are 158,168 inhabitants of age 18-22 in Kosovo in 2018.
The percentage of individuals aged 30-34 who have completed higher education	10.4%; Persons of age 30-34 who have completed higher education: 13,605; Population of age 30-34: 130,542	20%	/	/
Gender parity index in higher education	1.01 (2014/15)	1	1.76	Females participate with 56.9% in the total number of students in the public sector and 56.4% of students in the private sector.
“Survival” rate	43.29%; 10,657 graduated in Bachelor studies in HEIs in the academic year 2014/2015); 24,617 students enrolled for the first time in Bachelor studies in HEIs in the academic year 2011/2012)	60%	/	In 2017/18, 10,063 students graduated in different Bachelor study programs. The private sector contributes with 23% of graduates. The data show that female respond better towards obligations than male, with 64% of graduates in the academic year 2017/18 being female students. The rate of graduation on time of Kosovar students is not satisfactory.

SO7 Higher Education: Upgrading the quality and competitiveness of higher education through the promotion of excellence in teaching, scientific research, artistic creation, innovation, and internationalisation.

Indicators	Basis	Target	Achievement	Clarification
Professor - student ratio	Ratio: 1:47; In public HEIs: 1:67; In private and non-public HEIs: 01:29	01:40	At country level: 01:32 In public institutions: 01:55 In private institutions: 01:18	Sipas të dhënave nga institucionet e arsimit të lartë, në institucionet publike të arsimit të lartë në Kosovë janë në marrëdhënie të rregullt pune 1,247 anëtarë të personelit akademik. Ndërkaq, në institucionet private janë në marrëdhënie të rregullt pune gjithsej 1,995 anëtarë të personelit akademik, ndërsa nuk ka informacion të saktë për numrin e stafit të angazhuar.
Increasing the number of publications in journals indexed in Scopus and Web of Science	826 (2003-2013)	25%/vit	/	The number of scientific publications in international indexed magazines of higher education institutions remains extremely low. During the period 1980-2018, professors of the UP published 1735 researches in magazines with a coefficient, with the UP professors in different order of authorship, of them 1253 are first authors or correspondents.
The number of students enrolled in doctoral studies in the country	254 (2013/14)	50/year	68	Currently, only the University of Prishtina offers doctoral studies.
The number of students who received scholarships for doctoral studies abroad	113	20/year	/	A limited number of scholarships were offered for this purpose since 2017. During the period 2017-18, the HERAS project supported 9 members of academic staff of public institutions for doctoral studies and postdoctoral studies, whereas the MEST supported 4 candidates for doctoral studies and in cooperation with international development partners supported 4 students for doctoral studies in Hungary, 1 in Japan and 2 in Greece.

SO7 Higher Education: Upgrading the quality and competitiveness of higher education through the promotion of excellence in teaching, scientific research, artistic creation, innovation, and internationalisation.

Indicators	Basis	Target	Achievement	Clarification
Total number of hours for staff professional development	1944	10,000 hours/year	/	No data available.
Number of students in programmes of level 5 of EQF	112 (F 59 and M 53)	1000/year	/	Only one level V program: Energy Engineering and Management, Level V, 120 ECTS, UBT College
Number of months of academic staff mobility	250	60 months/year	/	1934 members of academic staff and students from Kosovo benefited from Erasmus + program mobility scholarships during the period 2017-2019, whereas Kosovo hosted 1027 mobilities.
Number of months of student mobility	304	60 months/year	/	1934 members of academic staff and students from Kosovo benefited from Erasmus + program mobility scholarships during the period 2017-2019, whereas Kosovo hosted 1027 mobilities.
Learning mobility in higher education	/	/	/	/
The percentage of study programmes provided in English language	0.97%	5%	/	No data available.

2.7.14 Conclusions and recommendations - Higher education

Some of the findings from this monitoring include:

- Kosovo has 17 higher education institutions per 1 mil. inhabitants and it remains among the countries with the highest number of institutions per 1 mil. inhabitants. Over the last two years, the number of students in higher education decreased and the decrease is higher in private higher education institutions in Kosovo. The gross enrolment rate in higher education is 66.1%, with Kosovo being ranked at a higher level compared to some other countries in the region. The number of students in 100,000 inhabitants is 5,824. Gender parity index in higher education in Kosovo is 1.76. In 2017/18, 10,063 students graduated in different Bachelor study programs. The private sector contributes with 23% of graduates. The rate of graduation on time of Kosovar students is not satisfactory.

- The number of qualified academic staff in higher education institutions is insufficient - while the “academic staff - student” ratio at country level is 1:32, in the public sector the situation is even more unfavourable - 1:55. The universities in Prizren, Peja, Gjilan and Gjakova are in a very bad situation, while the ratio in the University of Prishtina, remains at the same level it was in the last years, namely 1:46. Only the University of Prishtina established and has a functional Office for teaching excellence. None of other public higher education institutions in Kosovo established or made functional such offices to offer academic development services to the academic staff.
- Although there are improvements in regards to the implementation of selection criteria for academic staff, no concrete actions were taken by higher education institutions in Kosovo to address flagrant violations of academic integrity.
- As a result of the KAA efforts to implement the accreditation criteria, the total number of accredited programs decreased from 357 programs in 2017 to 293 programs in 2019. The majority of accredited study programs are in the public sector (173), whereas the private sector has 120 accredited programs. The KAA was dismissed from the European Quality Assurance Registry (EQAR), as a result of violation of institution autonomy and political pressure towards this institution. In October 2019, the KAA membership in the ENQA was not renewed due to its failure to substantially comply with the ESG standards. Unlike the situation in 2017, the number of KAA employees decreased. The KAA budget has been constantly reduced since 2016.
- Higher education institutions in Kosovo continue to lag behind institutions in the region in international rankings. The Webometrics edition of 2019 classifies the University of Pristina in the 2,776th place, whereas all other higher education institutions in Kosovo are ranked lower. The UP lags far behind other public universities in the capitals of the Balkan countries, with the exception of universities from Tirana.
- The main challenges in regards to scientific research activities in Kosovo are related to human resources, dysfunctional infrastructure and equipment. Higher education institutions are faced with the lack of physical environments and lab equipment and instruments. The MEST plan to equip 5 institutions with new labs for learning and scientific research failed due to budgetary limitations.
- From the year 2011, the Assembly of Kosovo could not reach the consensus to appoint the members of the National Science Council. Currently, Kosovo has no functional NSC and lacks an updated science program.
- Mismatches between higher education programs’ supply and labour market demand continue both in terms of content and quality, as well as in the aspect of guiding students towards those areas of study in need for employees. Around 60% of the study programs belong to the education sector, Arts and Humanities, Social studies and Services. The highest number of students and education programs belong to the category of social sciences and law studies. In 2018, a considerable increase in the number of students in medicine areas was noticed, mainly in the private sector. The orientation of students in Science, Technology, Engineering and Maths remains low.
- The number of scientific publications in international indexed magazines of higher education institutions remains extremely low. The academic staff significantly lacks integrity and cases of plagiarism are numer-

ous. During the period 1980-2018, UP professors published 1735 papers in magazines with a coefficient.

- The Draft law on higher education has not been approved yet. There were no actions undertaken to implement the legal norms for funding higher education institutions based on their performance. The Law on regulated professions approved at the end of 2016 has not yet started to be implemented.
- Kosovo participated in a very low number of projects in the EU research and innovation program “Horizon 2020”. The MEST provided no support in regards to applications in European programs (Horizon 2020). No support was offered to support public higher education institutions to establish project drafting and coordination units.

Some of the key recommendations from this monitoring include:

- The professor - student ratio in public higher education institutions should be improved by further reducing the number of students and increasing the number of academic staff, aligning the number of students to market demand, and terminating the right to study for students who overextend their studies.
- The institutions accredited to offer doctoral studies should aim to increase international cooperation and promote joint doctoral study programs.
- Public higher education institutions should find ways to help their academic staff to improve teaching performance, offering trainings, advices, international exchanges and adequate teaching resources. Centers for Excellence in Teaching should be established and become operational, developing training programs to improve teaching and to meet staff needs.
- Public higher education institutions should review their procedures on developing new academic programs and update the existing ones, to ensure quality and comparability, and to include employers so that there is a link established with the current and future labour market needs. Following the development of procedures and standards, all study programs should be reviewed and the ones that cannot be kept, for any reason, should be gradually removed.
- To regain the status in international mechanisms, such as EQAR and ENQA, the KAA should prove its autonomy in decision making and implement transparent processes and be open and accountable towards the public.
- The KAA should draft the methodology of monitoring quality in higher education institutions in line with the European standards and guidelines for quality assurance to ensure an effective and efficient monitoring process.
- Building of internal mechanisms of quality assurance remains an important duty of higher education institutions.
- The academic units of universities are recommended to establish different professional and research centers or institutes that would serve as forums for the coordination of research activities for the members of ac-

ademic staff in that institution, and would be responsible to apply for funding and professional consulting in respective expertise areas. Similarly, universities should allocate funds specifically for scientific research purposes and improvement of their lab infrastructure.

- Public higher education institutions should have clear policies in place for academic promotion, defining the magazines acceptable for promotion. In addition, they should create conditions for the Ethics Commission to be transparent and take the measures necessary to maintain academic integrity.
- Universities and other educational institutions should create and promote cooperation, aiming to have a higher mobility of students and academic staff.
- Scientific research, innovation and development should be a priority, increasing the investment in science and scientific research, appointment of the National Science Council and the development of the National Science Program as well.
- A higher transparency in regards to research and science funding and spending incurred from the MEST Science Fund and a regular reporting of projects supported by the MEST.
- In the coming period, attention should be paid to the collection, analysis and publication of data in regular intervals by the HEMIS.
- The Assembly of Kosovo should approve the Draft law on higher education and also prepare legal and institutional frameworks on the implementation of the Law on Regulated professions.
- The MEST should draft a by-law to define the standards and the process of drafting Development Strategic Plans of public higher education institutions in Kosovo. Strategic plans should be prepared in close cooperation with the institution academic community and external stakeholders and private sector, for a minimal three-year period.
- Public universities should use a variety of financial resources to ensure stability and higher standards. The additional sources could be used to increase the incomes of the most distinguished staff, improve information technology infrastructure, increase infrastructure capacities and their maintenance.
- Since the implementation of the KESP objective on higher education does not depend solely on the MEST, higher education institutions should have their action plans drafted on the KESP implementation and should report back to the MEST about the progress achieved.

