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MINISTRY OF EDUCATION SCIENCE & TECHNOLOGY  
MINISTARSTVO ZA OBRAZOVANJENAUKU I TEHNOLOGIJU**

**Council of Experts of Pre-University Education**

**STRATEGY FOR DEVELOPMENT OF  
PRE-UNIVERSITY EDUCATION IN KOSOVO  
2007-2017**

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Dr. Fevzi Berisha, Deputy Minister

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Dr. Dukagjin Pupovci

**Translated by:**

Xhavit Rexhaj

**Cover & Layout:**

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## **LIST OF ABBREVIATIONS**

<b>WB</b>	The World Bank
<b>EU</b>	European Union
<b>GDP</b>	Gross Domestic Product
<b>CRS</b>	Catholic Relief Services
<b>MED</b>	Municipal Education Department
<b>ECHO</b>	European Commission Humanitarian Organization
<b>EFA</b>	Education for All
<b>FSDEK</b>	Finish Support for the Development of Education in Kosovo
<b>GTZ</b>	German Technical Cooperation
<b>EI</b>	Education Institutions
<b>IPA</b>	Instrument for Pre-Accession to European Union
<b>KPI</b>	Kosovo Pedagogic Institute
<b>CEPE</b>	Council of Experts for Pre-university Education
<b>KEC</b>	Kosovo Education Center
<b>KEDP</b>	The Canadian Kosovo Educator Development Program
<b>CPAE</b>	Committee of Parents in Kosovar Education
<b>TTRB</b>	Teacher Training Review Board
<b>MEST</b>	Ministry of Education, Science and Technology
<b>MEF</b>	Ministry of Economy and Finance
<b>CTRW</b>	Development of Critical thinking in reading and Writing
<b>MCYS</b>	Ministry of Culture, Youth, and Sports
<b>MED</b>	Municipal Education Department
<b>MESP</b>	Ministry of Environment and Spatial Planning
<b>MLG</b>	Ministry of Local Government
<b>MLSW</b>	Ministry of Labor and Social Welfare
<b>MH</b>	Ministry of Health
<b>MPS</b>	Ministry of Public Services
<b>MTI</b>	Ministry of Trade and Industry
<b>OECD</b>	Organization for Cooperation and Economic Development
<b>NGO</b>	Non-governmental Organization
<b>CVT</b>	Centers for Vocational Training
<b>EMIS</b>	Education Management Information System
<b>IT</b>	Information Technology
<b>UNESCO</b>	United Nations Education, Science, and Culture Organization
<b>UNICEF</b>	United Nations Children's Fund
<b>UNMIK</b>	United Nations Interim Administration Mission in Kosovo
<b>UP</b>	University of Prishtina
<b>REO</b>	Regional Education Office

## Minister's address



Beginning of July 2005, Ministry of Education, Science, and Technology started the process of development of mid-term Strategic Plan for Pre-University Education (SPUE) in Kosovo. The decision to start this process was based on two key reasons: first, education in Kosovo still suffered from the legacy of hardships of the 1990s, whereas the emergency phase of the reconstruction of the system was nearing its end. Thereafter, the Strategy aimed to set the grounds for long-term improvement and development of pre-university education in Kosovo. The second reason for drafting this Strategy rests on the need to keep up with the European trends in this sector and in building an education structure that would ensure efficiency and quality in teaching.

MEST is convinced that accomplishment of strategic objectives set in this document will have an impact in three main segments:

1. Improvement of quality of education will allow for students who complete pre-university education in Kosovo to have the knowledge, skills, and aptitudes compatible and comparable to those of students in other countries. This will also create opportunities for increased mobility of Kosovar students and workforce in the future, that is a more meaningful integration of Kosovo in European trends.
2. Enhanced efficiency of functioning of pre-university education will generate maximum impact and effect from funds allocated in education.
3. By ensuring increased access for all groups of the Kosovar society in education it will help to increase the level of human development in Kosovo and to build a society based in equality, diversity and tolerance.

The process of drafting of the Strategy commenced parallel with the start of status talks for Kosovo. It is logical to expect that its implementation will take place in circumstances when Kosovo will be an internationally recognised state. All of us together have the privilege, but also the responsibility, to work hard for the development of education that is moving from the emergency and structural reforms phase into the development phase of constant quality improvements also serving for meeting European standards in the sector.

After repeated analyses and studies, we all agree that the development rate and level of social and economic development of a country depends directly on the level of knowledge accumulated in the workforce of that country. This Strategy has made it its mission to turn Kosovo into a home of learning and thus to ensure a sustainable devel-

opment and safe journey into the future. More so, education allows for a better informed citizen, who is able to judge on policies and decision making that affects welfare of citizens. This also brings about better governance and more accountability on the part of decision makers. Current trends of education in Europe, such as lifelong learning, adult education, linking of education with societal needs and with developments in the labour market, non-formal and informal education, etc, are but mechanisms that necessitate natural linking of the education system within its entirety.

Together the Strategy for Development of Higher Education in Kosovo 2005-2015, the Strategy for Pre-University Education 2007-2017 sets the grounds for an integrated and comprehensive approach to education in Kosovo.

By ensuring a comprehensive and transparent process of drafting the Strategy, MEST has reached a broad political, social, and professional consensus. This consensus has not only made it possible to have diverse interests of all groups in the Kosovar society included and provided for in the Strategy, but it has also ensured a broad support of all involved parties in the process of its implementation. MEST has welcomed the broad participation of all interested actors in the intensive and meaningful process of consultations; their comments, suggestions, and proposals have only enriched the Strategy draft document initially developed by experts in the field.

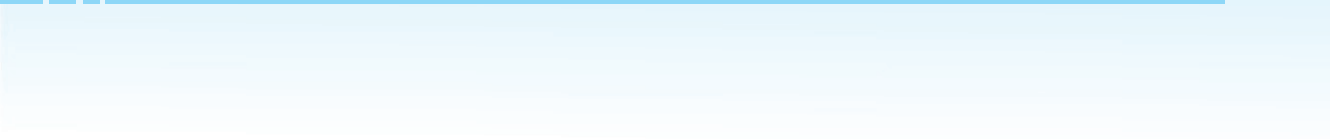
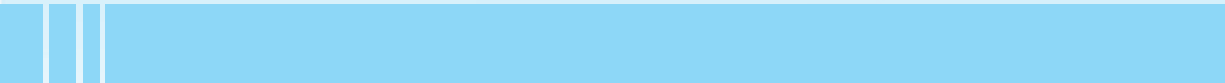
I use this occasion to express my and MEST appreciation to the work of the Council of Experts for Pre-University Education (CEPE), Kosova Education Centre (KEC), the Albanian education expert, Professor Bardhyl Musai, MEST personnel and all those who together contributed in developing this important document. Special merits go to the national media who played an important role in making this strategic document available to all citizens.

MEST expects from Kosovar institutions, donors, partners and from friends of Kosovo to support in the process of implementation of this strategic plan in order to jointly work for opening new perspectives and opportunities for students and for a sustainable development of Kosovo. Our joint efforts for implementation of this strategy make our children and youth happier and will also help them turn into informed citizens who will easily become part of West-European developments and processes.

I am profoundly convinced that only through joint efforts we can bring together energies and resources needed for the implementation of this Strategy.

Minister Agim Veliu





**B**ased on a decision of the Ministry of Education, Science, and Technology from July 2005 until January 2007 around 100 experts, educators and stakeholders' representatives participated in the process of development of the Strategy for Pre-University Education 2007 – 2017 in setting an 'education' vision for Kosovo, a mission and strategic objectives for the Kosovar education institutions for attaining of that same vision; they also engaged in planning feasible concrete measures for the period between 2007 – 2017 with the main goal to accomplish the set objectives. As expected, one of the key goals of this strategic plan is to develop strategic education and cross-sector partnerships at the national, regional, European level and wider with the purpose of meaningful integration in respective European education trends and processes.

**The vision:** Participants in the process of drafting the strategic plan for development of pre-university education in Kosovo have defined the following vision for the Kosovar society and for the education system in ten years time:

*Kosovo – a knowledge society, integrated in European trends and offering equal opportunities for personal development to all its individual members, who in return contribute to a sustainable economic and social development.*

**The mission:** Education institutions and their staff play a crucial role in education and training of the people in Kosovo with the purpose of accomplishing this ambitious vision of the Kosovar society and education institutions. Thus they determined their role in the framework of the following mission statement:

*Building an inclusive education system that offers conditions for quality education and training for all individuals by promoting lifelong learning habits and values of democratic citizenship.*

**Strategic Objectives:** In this regard and starting from the seven problem fields defined at the very outset of the process, a wide range of participants identified seven strategic objectives to be accomplished in the period 2007-2017:

## Executive Summary

- 4.1. Quality and efficient governance, leadership, and management of the system of education
- 4.2. A functional system for providing quality learning based on standards comparable with those of the developed countries
- 4.3. All-inclusiveness, equity, and respect of diversity in education
- 4.4. An effective system of in-service and pre-service training of the teaching staff
- 4.5. An adequate and healthy physical environment for teaching and learning
- 4.6. A sustainable connection of education with general social and economic developments
- 4.7. Advancing the material situation in education

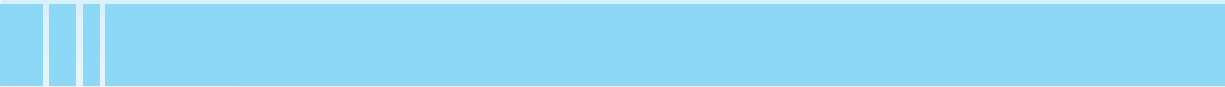
These are at the same time the seven priorities for action in the pre-university education in Kosovo, with the purpose of enhancing education system, improving quality of provision, opening towards other sectors in the society and for the development of individuals and economy and for ensuring social cohesion through education.

**Concrete measures for implementation:** This strategic plan foresees 36 framework measures which can develop into hundreds of concrete projects in order to carry out the transformation needed between the current situation and the vision unanimously set at the beginning of the process by all participants in this process. In this ‘roadmap of transformation’ from the current situation to the vision for a future Kosovar society fully integrated into the European processes, the Kosovar education undertakes to ensure universal access and inclusion of children in the education system, foresees to provide conditions for children to learn in not more than two shifts in all schools in Kosovo, commits to increase by seven times the index of inclusion of children of 0 to 5 years of age, promises to include over 90 % of children of age 5 - 6 in the pre-primary education, and also undertakes to include all teachers in high quality and accredited programs for professional development. All these and other considerations and routes for the necessary development of the education in Kosovo have been foreseen and included in this document, which, together with a detailed plan of implementation and budget (until 2012) was first approved by the Ministry of Education, Science, and Technology and then sent for approval by the Kosovar Government and Assembly.

**Evaluation and monitoring:** This Strategy and the measures foreseen therein will be monitored regularly and will be evaluated periodically based on an approved monitoring and evaluation plan.

**Government priorities:** It was exactly during the year 2006, when the process of strategy development was at its peak, when the Kosovar Government declared its policy of three main priorities (the so called three “E-s” policies): Economy, Education, and Energy. This firm position and the government determination to carry out its policies are warranties that make our ambitious plan of foreseen measures a lot more feasible adding hope to the future of education in Kosovo. In this positive context, this strategic plan sets objectives and foresees measures that match the decisive shift of government focus and attention in the direction of school, teachers, parents, technologic and physical school infrastructure, and towards a friendly and democratic learning environment for learners in Kosovar schools.

**Commitment:** The energy and knowledge invested in developing of this strategy, the commitment of Kosovar institutions to enhance the education, and especially the love and determination of the Kosovar community for the education of their children and youth proven during the difficult years of the nineties are strong warranties that the Kosovar society and its education have a common future – that of prosperity and attentive to the needs of all of its members equally.



Immediately after the Ministry of Education, Science, and Technology (MEST) was established in 2002, the then leadership set up a mixed working group consisting of local and international experts and officials to start the process of drafting a short term strategic plan for development of the Kosovar education for years 2002 – 2007. This group completed its work in May 2003 and produced the first strategic plan for moving the Kosovar education from its emergency phase to consolidation phase and, at the same time, for retaining the unity of the system and foreseeing measures for its integration into relevant European education processes. Even though drafted by a narrow group of experts and officials of the MEST central administration and without the participation of other education practitioners or other relevant sectors of the society, this plan and other annual action plans inferred from it, provided for a relatively well planned development of the education system during the period of 2002 – 2004. This plan foresaw that efforts of education structures and administration focus in development of new curricula and in drafting new school textbooks for implementation of the same subject curricula.

However, in the beginning of 2005, after the evaluation of the curriculum development process by the London based Institute of Education, when the process of development of new curricula was coming to its end, when most of international support programs and projects of the post-war period were either closing or had advanced into their second phase, when the World Bank supported Education Participation Improvement Project was slowly coming to its end, and when the Strategic Plan for the development of Higher Education 2005 – 2015 was already in place, it became clear that the first strategic plan could not provide any longer for a coherent development of the education system and, most importantly, it did not suffice to provide for the development of human resources and capacities both in teaching and in administration. These developments in education system had changed the broader professional framework and could not keep up with the swift changes in the broader social context either. Yet, the Process of Lisbon (on education reforms in Europe until 2010), the Copenhagen Declaration (on development of vocational education and training), together with regional and European integration processes, gained growing importance (compared to the time of emergency phase of rebuilding and consolidation of the system of education between 2002 and 2004).

As a result of these changes, a planning session on future developments in the education system with the participation of key leaders and experts of the MEST was held in Durrës of Albania in July 2005. They decided there on the main benchmarks of an important process for the development of a mid-term 2007 – 2017 strategic plan for

## 1. Introduction

the development of the pre-university education in Kosovo. The main decisions from these planning sessions were the following:

- a) To establish a Council of Experts for Pre-university Education for coordination of efforts within the process of development and implementation of the Strategy;
- b) To build the process of development of the pre-university strategic plan on positive experience of the process of development of higher education strategic plan;
- c) To establish support structures for the process (an implementing agency, a secretariat, consultancy) in order to ensure its coherent and unimpeded development and
- d) To draft a special strategy of communication both for the strategy process and for better communication with the public opinion on education developments in Kosovo in general.

Key aspects of the process of this pre-university strategy rest on its outreach, inclusion, coherence, communication, and expertise. By outreach we imply extending the participation and ownership over the strategic planning process to all interested parties (including ethnic affiliation) whether they be benefiting from or providing education services. This was implemented through various workshops organized in seven regional centers with the purpose of identifying strengths and weaknesses of the education system. Teachers, educators, administrators and education officials from all around Kosovo participated and contributed actively in these workshops. On the other hand, outreach to various communities and other targets of education services is also achieved through other events and activities organized within the new communication approach of the strategy process. This has also allowed for more participation and ownership of involved parties not only over the strategic planning process, but also over the education system in general. These events have made for a unique and almost all-inclusive process which also made way for sustainability of measures and activities foreseen for the accomplishment of objectives set out in the strategy for the development of pre-university education in Kosovo. In this context, aware that system of education is a unique system and inseparable, MEST has been very cautious in planning a coherent process of development of all levels of education by including experts from the strategic planning process for the higher education plan 2005 – 2015. The overall process of pre-university strategy has involved, in at least one of its many events and activities, the most relevant national and international experience and expertise available in Kosovo, as well as all relevant sectors that in one way or another relate to the education system and provision.

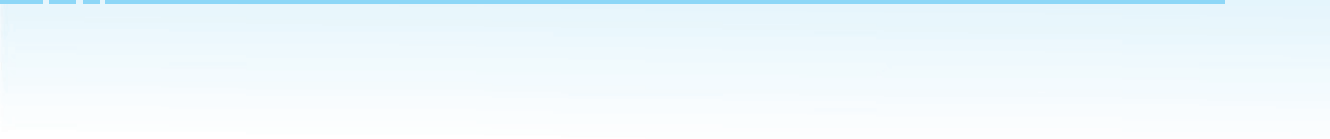
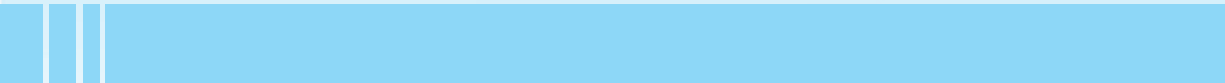
A series of workshops with wide participation across various education levels, sectors, aspects, and segments, started from identification of weaknesses and strengths, identified the fields to be addressed, defined the vision and mission of the strategy, set out strategic objectives of development and finally provided for concrete measures and actions which would best advance the education system in the important years to come for the Kosovar society. These measures were further made more operational in the detailed plan of action for the years 2007 – 2012.

The strategy focuses also in the right assessment of the directions in which the Kosovar education would best develop in the future and the capacity of the government and the society to support such development. It also takes in consideration the need to provide the necessary international support to allow for proper and coherent development – especially until the year 2012 when the Kosovar economy is expected to look up and the society is expected to be in a better position to prioritize education and provide adequate support for development from its own resources.

In the end, for practical reasons, experts, officials and teachers who participated in drafting of this strategy decided to divide the information available and the education reality into seven problem fields:

1. Managing capacities of the system
2. Quality and effectiveness
3. Inclusion and equity in education
4. In-service and pre-service teacher training
5. Infrastructure
6. Education and society and
7. Financing of education.

Several working groups and expertise available were divided and organized based on these problem fields.



## 2. Pre-university education in Kosovo – the current situation

### 2.1. The social and political context

In the year 2005, when drafting of this strategy began, Kosovo was going through a very important phase of the post-war transition period.

Developments in the field of education were sketchily discussed in the introduction of this document, whereas in the political and economic sphere there had been a series of developments that essentially changed the overall social, political and economic context for the education sector in Kosovo.

Firstly, a series of political elections had taken place on the local and national level, which were appraised as very successful and democratic by the international community. Last elections in the row produced a relatively stable government with a functioning position and opposition structure. This governing structure managed to overcome serious challenges in spite of significant political and financial limitations.

Secondly, there was the process of implementation of standards for Kosovo – a series of conditions that the international community set for Kosovo and its institutions on its road to and a condition for independence. In October 2005, the UN Secretary General special envoy for standards of Kosovo, Mr. Kai Eide, gave an overall passing mark to the process of standards implementation, but, at the same time, asked for continued efforts in meeting the remaining requirements before any final settlement could be reached on the future political status of Kosovo. A number of these standards directly involve the education sector, whereas others only had an indirect influence on it. For illustration, the standard of sustainable returns involves the education sector since every returnee must be provided with the opportunity to educate one's children. The process of standards for Kosovo continues to influence the education sector both (1) as a field for engagement on the part of education institutions and (2) as a priority for the government pushing education from their focus of education.

The third important element during this period, which significantly influenced in setting the broader context of the education sector, was the process of privatization. The slowness and inefficiency of the process of privatization has only further deteriorated and deepened the economic crises in the post-war Kosovo. This has worsened the material situation and lessened capacities of the society for proper investment in the education sector. Thus, the very clear idea and good intentions of the government to prioritize the education remained only a lip service done to education because of lack of public funds.

Yet again, even relatively high percentages (12.5 %) of government funds allocated for

## 2. Pre-university education in Kosovo – the current situation

education from the consolidated budget were insufficient due to the low gross domestic production and government budget.

Another important aspect of this period was the transfer of authority from UNMIK administration to the provisional institutions of government of Kosovo. Most of the powers in the field of education – with the exception of those referring to minority communities - were transferred to the MEST when it was established in 2002. This situation of partial authority to regulate the education of minorities did not help to address issues pertaining to education of the Serbian community. At a time when all other minorities were fully integrated in the Kosovar education system, members of the Serbian community have set up a parallel system of schooling. This situation is often used for political purposes and consequently makes it impossible for the Kosovar institutions to engage in offering better education services for children with instruction in Serbian language. This parallel system, schooling of Serbian children and their integration in the Kosovar society will most probably remain one of the risks for the further development of the education system in Kosovo; it will also be a challenge to be dealt with in the process of development and implementation of the strategy for pre-university education in Kosovo.

Finally, as a result of relatively satisfactory implementation of standards and due to the non-sustainability of the status-quo, the awareness built in the international community for the need to start talks for the future status of Kosovo. These talks somehow sidelined other issues in the Kosovar society, including the issue of more investment in education (in spite of the declared policy of three “E” priorities: Economy, Education and Energy). However, the potential successful completion of the status talks may make way for better investments in education. This so because the settlement of the status issue allows for faster economic development due to opened access to financial loans with various international institutions like the World Bank etc. Only in that case, the environment would build for the declared government policy of three “E-s” to become more feasible.

Regional integration processes in the framework of the Stability Pact or other bilateral or multilateral cooperation initiatives have also changed the context in which education institutions operate. These processes have also affected the mission of education in order to better promote European values, cooperation, tolerance, entrepreneurship and other aspects that promote regional and wider European integration. More openness and readiness on the part of the European Union to facilitate access of countries from the Western Balkans in the framework of the stabilization and association process and the Pre-Accession Instruments (IPA) manifested in the conclusions of recent meet-

## **2. Pre-university education in Kosovo – the current situation**

ings of the European Commission and of other bodies of the European Union, as well as recently closed agreements for the start of accession negotiations with a number of countries from the region, have served as clear signals to the Kosovar institutions on the need to speed up efforts for implementation of standards and in taking measures to adapt to pre-accession requirements for membership into EU. Even though education does not appear among the EU “communitaire acquis” (formal conditions for membership into EU), several European conventions in the field of education and other similar considerations cannot be taken but as necessary standards on the way towards European integration.

In the wider international context we encounter a world characterized by swift changes, by the growing globalization, and by growing complexity of social, cultural and economic relations ever more lead by information and knowledge. None of these could even be imagined without the omnipresence of computers and other appliances of the information and communication technology. This context of breathtaking changes is of course necessarily reflected in the future objectives of education and training systems and in any strategic planning process whether in education or in any other sector of society.

On the other side, we find standards set in the Program of Reforms in European Education until 2010 and the Declaration of Lisbon, the Copenhagen Convention on vocational education and training and the process which started therein, the objectives set in the Bologna Declaration and the following declarations of Prague (2001), Berlin (2001), Bergen (2005) and the benchmarks set in these documents for a harmonized development of education in European countries. All these documents and processes have brought about essential changes of the broad regional and European context for the Kosovar education. This new context requires new strategies, policies and approaches of the Kosovar education system and its community. All these, coupled with the UNESCO Education For All initiative have been duly analyzed and addressed by the Kosovar and international education experts that contributed in the process of drafting of the Strategy for Development of Pre-university education 2007 – 2017.

### **2.2. Strengths and weaknesses of the education system**

#### **2.2.1. Managing capacities of the system**

The Kosovar system of education came out of the decade long isolation period and from the war of the late nineties almost completely destroyed both regarding its physical infrastructure and the human resources and capacities.

## 2. Pre-university education in Kosovo – the current situation

From the perspective of management the post-war education system was characterized by

- a) A strong motivation of the local education leadership and administration to improve performance of the education system and
- b) A strong international role and presence in the form of a large number of foreign education experts and administrators both within UNMIK structures and in the many government and non-government organizations engaged at that time in various programs for the support of Kosovar education.

The strong motivation of the local education leadership and administration made local educators and officers highly open and receptive to the new training programs offered by foreign organizations. This in return increased effectiveness of these training programs and at the same time improved efficiency and management in education institutions in general. Training programs in education leadership were initially organized and / or coordinated by the Canadian Kosovo Educator Development Program (KEDP), which also served as a lead agency in the field of teacher and educator training until 2004. From 2000 until 2005 over 700 education leaders participated in some form of training in education leadership in different levels of administration and in various institutions of the system. As will be later seen, these programs lacked institutional sustainability and depth in addressing issues of leadership; however, they played a key role in offering basic education services in the beginning (during the emergency phase of 1999 - 2001), and in increasing quality of these services in the phase of system consolidation (2002 – 2005).

Another feature of this period was the direct transfer of up-to-date experience in the field of education leadership from the large number of international experts to the local managers. This ‘live’ and in-service training took place in all levels of administration and management with a direct effect in the quality of management. Only in the central MEST administration in 2002 over 30 international consultants, experts, and officials were active. For comparison, at that time, the central education administration employed 50 local staff. Other international experts were engaged at the regional and municipal level, in various non-governmental organizations and government education support projects, which were involved in active daily interaction and cooperation with the Kosovar education leaders and managers at all levels. Parallel with the growing of managerial skills and expertise of the local staff the power was transferred from UNMIK officials and lead agencies to the local staff (including senior positions) and institutions. This was a controlled process of transfer of authority and building of

## 2. Pre-university education in Kosovo – the current situation

capacity for governance of the education system in Kosovo. As a final result of this process we witnessed a more democratized system of education, with other positive changes taking place such as a more learner friendly environment and working conditions. Among the positive effects of this democratization were also various initiatives for improvement of management, greater inclusion of involved parties in school governance (also provided for in the legislation), as well as the resulting relative increase in their quality of education services. Finally, as aspects of education leadership with potential for further improvement were (a) institutionalization of training programs of education leadership, (b) restructuring of the MEST central administration and further development of the human resources therein, (c) wider and stronger inclusion of involved parties, (d) provision of relevant and comparable data and information regarding population of education system, and (e) further specialization and clearer distinction between administrative and professional functions of the central administration.

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Lack of institutions and programs for capacity building of central administration, lack of independent providers of training services, low community awareness on their role in institutional leadership, lack of relevant information and analysis on education and training needs, as well as the overt centralization of the system were found as aspects of governance which had caused relative politization of education, restriction of school autonomy, traditional leadership educational institutions and the insufficient inclusion of community in the school issues, which had in return caused difficulties in leadership and management of education institutions (in spite of relative achievements and in spite of a gradual process of improvement identified in the strengths part of the analysis).

This quality of leadership and management had resulted in significant errors in hiring of personnel, underutilization of human resources, and lack of monitoring, inspection and evaluation, as well as lack of reliable data on the system of education. All these, coupled with inadequate tracing of students after leaving an education institution seem to have resulted in unsatisfactory quality of education services.

Findings from analysis of strengths ('there were preconditions present for a process of increase and development of capacities for management and leadership') and weaknesses (which however indicated on 'an unsatisfactory quality of education leadership and governance') in managing and leadership capacities have laid the grounds to properly address and overcome weaknesses by building on positive practices of strengths

## 2. Pre-university education in Kosovo – the current situation

and by proposing concrete measures for accomplishing the set objectives – always within the framework of the jointly set vision and mission for the Kosovar system of education.

### 2.2.2. Quality and effectiveness

Together with the whole Kosovar society, the Kosovar system of education has been going through intensive transformation processes from a state of emergency of 2000 to the consolidation and development phase of 2005. Apart from necessary measures in the field of physical infrastructure during the emergency phase, new realities created in the Kosovar society were coupled with more typical ‘software’ measures in the sector of education. The readiness for change in the ranks of the academic and schooling community in Kosovo was a necessary precondition and warranty for the implementation of the foreseen measures. The first measures were taken to set the main pillars on which to base future reforming actions for the Kosovar education system. For this purpose mixed local and international expert working groups started working on the new Curricular Framework of Kosovo, intensive teacher training programs on new approaches in teaching and learning started being implemented, and the new structure 5 – 4 – 3 (4) was set for the system of pre-university education in Kosovo.

In retrospective, we could conclude that the last five year period of renewal of the Kosovar education focused around curricular reform, including teaching methods, contents of the subject curricula, school textbooks, student evaluation and new philosophies and approaches in teaching and learning. This period saw large number of novelties piloted and implemented in our schools including inclusive education, learner-centered instruction, “Child friendly school” projects, projects on democratization of relations between school agents, projects for closer involvement of community in school governance and in providing support for schools, more diversity in student testing, assessment and evaluation, to mention only a few. In spite of the lack of a well planned and systematic approach in implementing these novelties, we can still not avoid the strong impression of the impact these novelties have had in the school life in Kosovo. On a visit to any, even the most remote schools, one can not avoid noticing a new arrangement of desks in classrooms, a new spirit and a lax atmosphere in teacher – student interaction, more diversity in student assessment, an increased awareness on children rights etc.

To sum up, we find that new subject curricula (for the general and vocational educa-

## 2. Pre-university education in Kosovo – the current situation

tion and training), new school textbooks, new methods of teaching and assessment have all had an impact in increasing quality of education provision and the effectiveness of the education system in Kosovo.

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Obvious strengths aside, discussions of experts found that a lot could and must be done in various aspects of the education reality in Kosovo.

These discussions found a serious deficiency in the lack of mechanisms and institutions for accreditation, for setting the standards of achievement and for external evaluation; they also noted the lack of a functioning National Council for Curricula and school textbooks, lack of capacities for research in education, as well as the lack of affirmative policies for development, publication and distribution of school textbooks and didactic resources. All these and other shortcomings of the system, like lack of adequate human resources and the social and economic instability had resulted in the lack of a system for quality assurance and quality control, and in overburdened subject curricula (with a serious lack in entrepreneurship and key competencies), primarily due to the unnecessary focus in repetition skills in stead of life skills. Apart from these, there is a problem in determining the basic concept of key competences (presentation or interpersonal, individual or social, technical or professional, in the form of cultural and artistic awareness, etc.). Naturally, this inability to define fundamental concepts has resulted in their non-implementation in the developed subject curricula.

On the other hand, in the field of school textbooks and teaching and learning resources experts stressed the lack of alternative sources of information, lack of school textbooks for vocational education and training, lack of resources and textbooks for specific subjects and the lack of quality textbooks developed based on new approaches and new curricula.

As a result of all these, in spite of the significant accomplishments the end result is an unsatisfactory quality of education services and of education provision. This situation requires drafting and approval of policies and strategies and building of mechanisms for improving quality of education and effectiveness of the system. In this regard, experts pointed out the need to focus efforts in teacher training, in setting and in implementing national standards of achievement, in improving student assessment methods, and in improving the education context – the material situation of education and school infrastructure – with the final aim of improving the overall quality of education.

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### 2.2.3. Inclusion and equity in education

In the recent years a lot has been done in the Kosovar education in increasing access and inclusion and in providing more equity and quality in the education offer for all citizens of Kosovo. This was made possible thanks to the new reality built up after the war and as a result of unreserved engagement of local officials who benefited from maximum support by the international community.

More access resulted from a wider spectrum of education services offered by education institutions (primarily in the field of informal and non-formal education), by promoting and implementing the philosophy of inclusive education, by democratizing education contents and practices, and by ensuring equal access to minorities in all levels of decision making across the system. In concrete terms most of the teachers and educators have been involved in some kind of training programs on democratization of relationships in schools and in transferring good practices of interaction both within the school and between the school and community. Special attention in this respect was given to inclusion in the system of the so called groups in danger. Thus, catch up classes have been organized with 3,580 students of Roma, Ashkali and Egyptian communities, of whom 865 went on to join regular schooling. Intensive catch up instruction is being organized for 329 pupils age between 9 and 16. Implementation of grade nine of lower secondary education, measures of positive discrimination for minority students (25 % more funds allocated for every minority student compared to funds for majority Albanian students and 30 % more teachers hired for minorities for the same number of majority students), implementation of good practices in classrooms coupled with improvement of physical infrastructure in schools have resulted in improved access, inclusion and participation of children and youth in respective levels of schooling in Kosovo. Inclusion of children in compulsory education has reached 97 %, whereas inclusion in the upper secondary education, especially of girl students has gone up for 30 % from 1999 to 2004. In this regard the World Bank project for improvement of participation in education (EPIP) has been critical. This project has helped immensely in implementation of school development plans also by supporting various projects inferred from these plans. Over 500 primary and secondary schools have benefited financially in the amount of 5.000 to 15.000 Euros between years 2003 and 2006 from this project. Another important asset of this project was the significant participation by the community in in-kind contributions but also in cash (sometimes matching the grant funds by 100 %); municipalities (active in the municipal teams), Kosovo Education Center with its experts, MEST with its officials, and benefiting schools also played a significant role in successful implementation of the project for

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the benefit of the children and youth. The first and second phase of the Finnish Support to the Development of Education in Kosovo (FSDEK) played an important role in increasing participation and in promoting and implementing the philosophy of inclusion in education. Over 80 experts have been trained in three rounds of two year programs of professional development, 15 others are attending postgraduate studies for master in inclusive education, two experts have been sent to doctoral studies, dozens of teachers and experts have been trained in teaching children with special needs, two resource centers have been equipped and teachers trained for the purpose, over 30 special needs attached classes have been established and supported for children in special needs in regular schools etc.

Even though education of our children in Diaspora does not directly affect the inclusion of children in the education system in Kosovo, the Ministry has also paid close attention to education programs, textbooks and didactic resources and to cooperation with Kosovar Albanian teachers in Diaspora with the purpose of increasing quality and inclusion of children with supplementary instruction in Albanian in Diaspora. For this reason, training seminars and other events for exchange of experience and good practices between Kosovo and our Diaspora have been organized.

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However, in spite of significant accomplishments, which came as a result of unrestrained efforts of local and international experts and officials, inclusion of children and youth in the education system in Kosovo and the equity provided by it can not yet be compared with the access and inclusion offered in the developed countries in the pre-school and upper secondary education, in particular.

Thus, due to the lack of the needed funds, the lack of awareness on importance of education, because of the lack of adequate education policies promoting inclusion and equity, and because of the low level of cross-sector cooperation with the purpose of increasing inclusion in education, there are still significant gaps in inclusiveness in the Kosovar system of education. This goes especially for participation of girls in all levels of education and for insufficient inclusion of children with special needs. During the process of development of the strategy there was general agreement that the system of education in Kosovo does not provide adequate conditions for universal education. This situation is manifested either geographically (low participation of children in rural areas), seen from the gender perspective (insufficient inclusion of girls), education needs (low level of inclusion of children with special needs and not catering for children with learning difficulties), and provision for various groups (street children

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and groups at risk). This has resulted in frequent cases of drop outs, in increased numbers of functional illiterates and finally with citizens who grapple to get integrated in the society.

All these situations, difficulties, problems and their respective manifestations are in fact challenges which drafters of this strategy have had to face in order to create pre-conditions for a universal right to education and schooling and, at the same time, to accomplish the UNESCO initiative on Education For All (EFA) as a basic precondition for a democratic society which caters for the needs of its members for a normal personal and collective development. Another challenge rises with the need to set conditions for lifelong learning be it for reasons of further qualification, for promotion in the workplace, for re-qualification, for surviving in the labor market or for personal professional development aiming at keeping up with the breathtaking speed of technological, economic and social changes.

### 2.2.4. Pre-service and in-service teacher training and development

During the process of drafting the strategy general consensus prevailed on the priority importance of quality teaching but also of various both pre-service and in-service teacher training and development programs. There was also unanimous agreement on accomplishments achieved from efforts to regenerate and to reform the teaching and teacher training in Kosovo during the short period of six years since the end of the war and of the decade long isolation from trends in teaching elsewhere in the world. Making the new Faculty of Education hub of the numerous fragmented pre-service teacher training programs in Kosovo, including over 7,000 teachers in the large number of training programs offered on learner centered instruction and on new philosophies of teaching (such as general inclusion, interaction and stronger focus on skills – in stead of repetitive knowledge), setting up and functioning of the Teacher Training Review Board and the work of Didactic Centers, activities of the Canadian Kosovo Educator Development Program (KEDP), implementation by the Kosovo Education Center (KEC) of the Step by Step program and training and certification of over 3,000 teachers in Reading and Writing for Critical Thinking methods by the same organization, capacity building of the resources of the MEST and Regional Education Offices in the field of advancing teacher training were only a few among the accomplishments which have made an impact in improving quality of teaching and in changing relations in the classroom. Apart from these measures and activities, more policies and regula-

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tions were drafted and approved to ensure sustainability of changes; more local training capacities have been built and various publications in the field of teaching and teacher training drafted, published and distributed. The working group discussions appreciated the presence of the Canadian experience and expertise in this field (both pre- and in-service) through the KEDP office. This office played a key role in coordination of efforts of different organizations which offered training programs in teacher development; the KEDP had also helped in drafting regulations and policies in teaching and TT, had coordinated efforts and directly supported the establishing of the Faculty of Education, had worked on setting up in-service teacher training program within the Faculty of Education, had organized a large number of seminars and supported publication of the needed literature and other resources for training and professional development of teachers etc.

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However, in spite of accomplishments and unreserved efforts of local and international institutions, expert groups found numerous difficulties and problems in the field of pre-service and in-service teacher training in Kosovo. In the first place, they stressed the large numbers of unqualified teachers in Kosovar schools (between 15 and 18 % of the total number of teachers depending on level of education), lack of a relevant database in the field of teaching, lack of regulations on accreditation of programs and organizations offering teacher training programs, delays in implementation of teacher licensing and, especially, problems with the very low level of teachers' salaries and the wrong and non-motivating pay and grading system in education. Inability to include all teachers in training programs and relative superficiality of training programs were some of the concerns that asked for urgent treatment by experts in the process of development of the strategy.

All these problems found in the field of teaching only further stressed the importance of quality teaching in order to ensure an effective and quality system of education. For these reasons, there was common understanding that now, after completion of the curricular reform, respective policies, programs and projects be developed which would shift the focus of attention from the curricular process in order to prioritize teaching and teacher training. Another important challenge brought forth by the experts from both working groups (including group on finances) was the proposed necessity to reform the pay and grading system in the sector of education, in order to ensure a fairer and more motivating system of payments for the teaching staff based on merit, experience, skills and on qualification.

## 2. Pre-university education in Kosovo – the current situation

### 2.2.5. Infrastructure

It took immense investments by international donors, local institutions, and by the community to make it possible to restart education in relatively normal conditions of work in the 1999/2000 school year. International donors, lead by UNICEF, the European Agency for Reconstruction (ECHO in the beginning) and by other donors such as the Islamic Bank for Development and individual countries like Germany, Switzerland, Denmark, the Kingdom of Netherlands, Japan, and others, invested significant amounts in construction and repairs to create optimal physical conditions for the organization of the process of instruction after the destructions of the nineties and after the lack of any maintenance of schools by the state in the previous twenty years. These efforts, coupled with activities to equip schools with the needed equipment and technological appliances, together with promotion of programs for a healthy school, had a positive impact in improving the environment for learning and teaching and, consequently, in creating the preconditions for higher quality instruction. Later, efforts doubled to improve the physical infrastructure to meet the needs of the children with special needs in accordance with the philosophy of inclusive education. After the year 2002 there was a gradual shift of responsibility (to provide school infrastructure) from various international donors to local institutions and local budget. In the period from 2002 to 2005 the MEST financed renovation of 39 school buildings in the total amount of 1,793,001 € and construction of 28 new school facilities in the amount of over 8 million €.

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All these joint efforts significantly improved the physical conditions of instruction in the Kosovar education. However, until 2002, all reconstruction efforts were carried out only based on requests from the community and on assessments done by various donor organizations. At that time, there was a lack of a planned and systematic approach in addressing the problem of school infrastructure. There are positive exceptions though like the mapping done by the International Management Group – IMG, which included a database of all school facilities put together in a surveying project of 1999. However, most of the schools constructed after the war were built on the sites where the old pre-war school used to be. There were also extreme cases when movement of population (from mainly rural to urban areas) was not taken in consideration at all and the new school was built to cater for a very limited number of students. Such a discrepancy between demographic movement and reconstruction of schools was very obvious in various parts of Kosovo and as a consequence, some cities ended up with over-

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crowded schools working in more than two shifts, whereas in some villages there was ample space for a single shift daily instruction. Due to lack of a more organized approach there were also cases when state of the art information technology was installed in school facilities in areas with frequent lack of electrical power.

On the other side, there were lapses in the ways new facilities were maintained and managed, there was little or no cooperation with the community in this regard, there were complicated procedures of financial management and procurement, lack of funds for management and maintenance, practices of embezzlement of funds and ill-management with equipment installed, and so on, which altogether lowered the impact of immense investment done in the field of school infrastructure and affected quality of instruction.

Such a situation requires well planned efforts in order to maximize the effect of funds invested after the war and to produce higher quality of education services for the investments made. All research shows that better infrastructure results in higher quality of services in education. Planning of measures to enable work in two shifts until 2010 and ensuring a balanced development of school technology and infrastructure between rural and urban areas remain among the main challenges for both this strategy and for the functioning of education institutions in the coming midterm period.

These problems, together with putting more priority on utilization of information technology in the process of instruction, have been addressed by the respective working group and concrete measures for improvement of this situation are part of this strategy. All these measures will work to ensure that infrastructure and information technology are in direct function of improved quality of instruction.

### 2.2.6. Education and society

In this problem area it was important to see the interaction and the mutual influence between education and society. The analyses and discussions had to find if education still retained the utmost priority it enjoyed during the nineties when it functioned as a parallel system, and, if education still exerted the same influence on the society as it did during the nineties when it was the propelling power and the backbone of all developments in the society. It came out that during the post-war period education stood as a societal priority only on paper and at a declaratory level since the lion's share of the government budget went on social welfare, whereas issues pertaining to political status and to implementation of standards were the main preoccupation of political action.

## 2. Pre-university education in Kosovo – the current situation

On the other hand, it was found that education was not the propelling force of societal and economic developments either. As a result, cooperation between education and other sectors, with the community or with economy was almost inexistent during this period.

In spite of what is said above, the post-war period saw several serious efforts for changing and improving legislation so that to improve interaction and to increase the role of education in society and to strengthen the role of community in education. Thus members of the community won the decision making majority in the very important school boards, whereas Parent/Teacher Councils at all levels of education had gained the partner role in leading and governing the system of education in harmony with legal provisions and regulations adopted by MEST. UNICEF and Catholic Relief Services (CRS) played a key role in efforts to humanize the school environment and relationships therein, as well as in opening up schools to the community. The MEST attempted to promote opening up of schools towards economy by allowing opening of bank accounts for vocational schools in cases when they engage in projects with the community or economy with the purpose of improving working conditions in these schools (implementation of this initiative has encountered difficulties in the current laws on public finance in Kosovo). At the same time, the curricular reform in Kosovo created pre-conditions for more cooperation with economy by opening school curricula and schools to their community and environment.

Curricula of vocational education are more sensitive to the needs of labor market offering more skills, which are badly needed by the young population in Kosovo. In this respect, special merits go to the German government organization for international technical cooperation (GTZ), but also to the Swiss Contact and to KosVet project. They have supported the vocational education and training in Kosovo in many ways: they have developed curricula for 11 professional streams, they supported eight pilot vocational schools with technological equipment for respective professions, they trained MEST staff and vocational school principals on management of relevant processes and institutions, they trained most of the teachers in modern methods and approaches, they developed curricula and implemented concepts of virtual enterprises, they helped MEST in developing policies and strategic plans in the field of vocational education and training, etc.

Various information campaigns and projects for career counseling have been helpful in getting the youth closer to the education offer in vocational schools in Kosovo. These have also facilitated inclusion and active participation of the community in

## 2. Pre-university education in Kosovo – the current situation

activities in these schools, but they also helped to increase the interest of the youth for their education services.

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Notwithstanding significant accomplishments, it seems that the rapport society – education may remain one of the key challenges of this strategy. The reason rests with the difficult conditions in which the system operates, due to the unfavorable position of the educator in the society, but also for the lack of an economy which would absorb the experts produced by the education system. This will remain a challenge also because of the lack of genuine analyses on the needs and trends in the labor market, because of the limited capacities of state and education institutions, due to the lack of higher education institutions in the field of applied sciences, due to the lack of awareness in the society and the resulting insufficient cooperation between institutions and the community with the purpose of overcoming difficulties and problems in education and serving for the general social and economic development etc.

All these have brought to a situation when there is no authority for determining and implementing a system of qualifications, when there is a discrepancy between needs of the market and the profiles offered by the education system, where there is little or no interaction between education and economy, when career counseling is going through immense difficulties, and when there is not a taxonomy of professions in place, etc. This situation makes the accomplishment of the mission and vision set out at the beginning of this strategy even more difficult. Therefore, in the coming several years it remains a key challenge of Kosovar education institutions to make it possible for education to serve for economic development, social cohesion, for preparing individuals for life and for economy, to offer skills for life and key competencies, as well as to ensure a system of lifelong learning which facilitates keeping up with the fast changes in technology and in the labor market.

A key precondition for accomplishing such objectives rests in close cooperation between all parties relevant for the development of education in Kosovo. In this context, more engagement and better coordination is necessary between the MEST, Ministry of Labor and Social Welfare, the Chamber of Commerce, Ministry of Culture, Youth, Sports and Non-residential Issues, including private and public economic entities, the sector of health, and other institutions.

## 2. Pre-university education in Kosovo – the current situation

### 2.2.7. Material position of education

The Kosovar education is nowadays squeezed between budget restrictions of the poor Kosovar society and the wrong setting of priorities by the government. In 2006 4.9 % of the GDP were allocated for the needs of education (pre-university and higher education), and for science and technology, which is not so far from the European average of 5.22 %. However, when we consider that Kosovo has an extremely weak structure of budget revenues (most of which are made up from import duties) and a very low GDP even when compared to the countries in the region (since it cannot rely on the almost in existing domestic production), then one can better appreciate what can education institutions do with the allocated funds (in spite of relatively high nominal percentages).

If we add to this the non-motivating structure of the teacher salaries, inherited from the former Department of Education and Science (DES), which are distributed almost evenly as stipends and not as salaries based on merit, experience and qualifications, then we get not only a fuller picture of the difficult material position of the Kosovar teachers, but we also come to understand the reasons behind teachers' strikes for several years in a row and a better grasp of the relatively low level of quality of education services in Kosovo. This situation has also had an impact in the low level of capital investments and in the lack of information technology and other needed equipment and teaching resources.

The immense assistance and support coming from international donors was to no avail in this situation, since they supported programs and projects, but would not interfere in improving the financial situation of the teaching staff or in restructuring expenditures for education. An attempt to restructure the system of pay and grading in the civil service in Kosovo in 2005 failed because of the lack of funds and resulted in a series of teacher strikes in all levels of education.

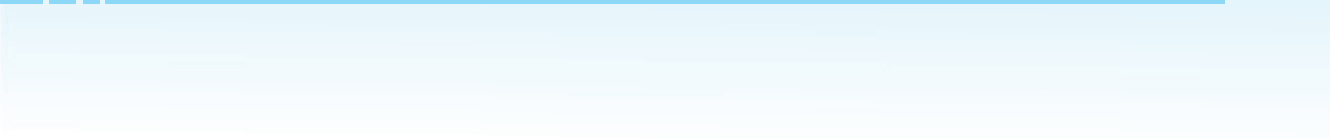
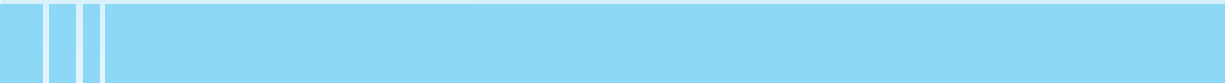
To sum up, insufficient infrastructure, cases of mismanagement and embezzlement of public duties, the unfavorable status of teachers and educators in the society, inability to engage in promoting teachers due to the wrong pay and grading system, and the omnipresent shortage of funds have caused fleeing of good teachers and experts from the system and, consequently, low quality of education services.

This aspect of education system is and will remain the weakest facet and the biggest challenge for every government and for every ministry of education, as well as for this strategic plan. We can not expect any significant development or improvement in

## 2. Pre-university education in Kosovo – the current situation

quality of education services without more funds and without an adequate system for distribution of salaries in the sector of education.

After the discussion and analysis made to this aspect, the expert groups came to identify perhaps the key issue in this sector, which will remain a challenge until the proper solution is found as a precondition to make possible real development of education. Measures proposed by experts in this strategy, and supported in an inclusive process of consultations and communication, should be supported by the government and become a must for the entire Kosovar society, as the only way for proper development of education and, consequently, for the development of human resources, which is the only comparative advantage of Kosovo in relation to the countries in the region and wider in Europe. This is the only path and opportunity for the Kosovar society to move in the road of development and dignified integration in the large family of developed European countries. Only well educated and trained human resources will make Kosovo competitive in the European market of labor and knowledge.



## 3. Principles of development of the system – Vision and Mission

### 3.1. Principles for development of the system

Practical implementation of the Strategy for pre-university education for 2007 – 2017 and its becoming a powerful lever of organized changes of the current system of education, successful leadership and management of its implementation in order for the changes to reach the classrooms, laboratories, and specialized classes will contribute to respect the clearly defined principles which allow for an efficient and continuous development of the education system.

The principles, on which the development of the system of education will be based, as a result of strategy implementation, are the following:

- 3.1.1. Principle of usefulness, benefit and philanthropy
- 3.1.2. Principle of openness, transparency and flexibility
- 3.1.3. Principle of monitoring, follow up, measurement and evaluation
- 3.1.4. Principle of effectiveness and efficiency
- 3.1.5. Principle of justice and participation in education
- 3.1.6. Principle of order and creation of stability
- 3.1.7. Holistic principle – systematic approach
- 3.1.8. Principle of national interest

#### 3.1.1. Principle of usefulness, benefit, and philanthropy

Changes instigated and started by this Strategy should bring about positive changes, should be useful and beneficial to all citizens of Kosovo regardless of their age, gender, ethnic, racial or religious affiliation, social, economic and cultural status or any other affiliation. This principle builds on the moral and human purpose of changes aiming the development of human resources. Respect of this principle in the development of system of education in Kosovo makes development and wellbeing of man the focal point of the system. This also gives the system of education a genuine human and philanthropic orientation in pursuit of a friendly society based on cultivation of diversity of needs, cultures, interests, and opinions. In other words this principle has its genesis in the principle of honesty and implies that all changes be human and honest, since any other changes would make the system unstable, unjust, discriminatory, and a generator of crises and conflicts in the society.

## **3. Principles of development of the system – Vision and Mission**

### **3.1.2. Principle of openness, transparency and flexibility**

There can not be a dynamic development of the education system unless it is open to the needs and interests of the citizens of Kosovo, regardless of their age, ethnic, racial, religious, gender, social, economic, cultural and any other diversity. This principle requires the system of education to maintain a dynamic and sustainable development and to remain in tune with the parameters of education systems in other countries and, at the same time, to meet the needs and interests of Kosovar citizens. In order to meet these requirements, the system of education must be transparent and flexible. This means that the system has to maintain a state of permanent change in order to be able to meet all the needs of Kosovar citizens.

Observing the principle of openness, transparency and flexibility is a necessary precondition for dynamic development of the education system in Kosovo. This means that any proposed changes and repairs will be debated and discussed, and some of them piloted. This will not only make all changes transparent to the public opinion, but it will also significantly increase the number of participants. This process of broadened decision-making will also bring about democratization of the education system, which, on the other hand, is a necessary condition for fast growth and development.

In order to implement this principle, planned strategic cooperation will be established with local and international experts and creative and fruitful cooperation will be carried out with international government and non-government agencies involved in promoting education in general.

### **3.1.3. Principle of monitoring, measurement and evaluation**

The system of education cannot be developed, advanced and integrated in contemporary systems of education without a very sophisticated and functional system of monitoring, measurement and evaluation of the education process and of its achievements, as well as of their impact in the development and democratization of the Kosovar society and in building of a state based on the rule of law and social justice. Therefore, development of the system of education in general, and of the pre-university education, in particular, is unthinkable without first setting up a pragmatic and functional system for collection of quantitative and qualitative data on the process of education, results of student achievement, and on accomplishments of teachers and institutions of pre-university education and their comparison with the standards set at the school, municipal, regional, national and international level. Respect and implementation of

### **3. Principles of development of the system – Vision and Mission**

this principle allows us to have any relevant information about the system at any moment.

#### **3.1.4. Principle of efficiency and effectiveness**

Mere existence of a functioning system is not built on adapting to the actual situation but in the quantitative and qualitative development both of the system as a whole and of its specific parts which make that system. This principle requires setting up of such development mechanisms and policies that will guarantee continuous qualitative and quantitative development of the system.

In order to be efficient a system of education has to yield maximum results for shortest time and with minimal human, financial and material resources utilized. This principle requires setting up of functional mechanisms for systematic follow up, measurement and evaluation of investments in education and monitoring of allocation of funds, utilization of resources, intake and leaving of the system of education etc.

Another important aspect is effectiveness. Effectiveness implies not the quantity of accomplishment, but the benefit and gains of the Kosovar citizens and of the entire society from the education provision. There will be effective education once it caters for the benefit of all citizens of Kosovo. Whereas efficiency is determined through analyses carried out to assess the quantity of outcome and the resources spent for the maximum result, effectiveness has to do with ensuring maximum benefits for the given resources.

The principle of efficiency and effectiveness should provide maximum development of human resources, which according to OECD are the gains which come from education expressed in higher income, higher level employment, stronger links with the labor market, better public health and a range of other benefits in non-monetary terms.

#### **3.1.5. Principle of justice and participation in education**

The principle of justice requires creation of a system of education in Kosovo which would enable to all its citizens equal opportunities to choose their preferred type of education. This principle calls for quality education to be provided to all citizens of Kosovo and not only to a chosen few. It underlines the necessity of promoting and creating social and economic opportunities for education of all students, regardless of

### **3. Principles of development of the system – Vision and Mission**

their developmental potential, age, gender, religious, racial, and ethnic affiliation, or their social status. In particular Millennium Goals calls on all states to make sure that by year 2015 all children of respective age-group complete primary education.

Implementation of this principle also requires setting up of mechanisms through which to eliminate school dropout from compulsory education by facilitating access and, consequently, by increasing participation in education, which in return creates opportunities for a quality life for all regardless of national or any other affiliation. In harmony with this principle, the Kosovar system of education will pay special attention to: children coming from poor families, children from various minority communities, orphan children, children with special needs, children whose parents died or are missing from war, children discriminated on gender basis, children begging in streets, children who are victims of violence, discrimination, sexual abuse, trafficking, and children involved in sweated jobs harmful for their physical and psychological development.

#### **3.1.6. Principle of order and sustainability**

By implementing this principle the system of education maintains norms and standards comparable to those set in developed democratic countries. By drafting and setting “rules of the game” in all segments and levels of education, the education system in Kosovo would maintain a dynamic and sustainable balance of development. This principle sets the structure, functions and links between different elements of the system.

This principle determines the structure, functions and links between elements of the system. The principle of order implies a clear and functional legal framework which provides for duties, activities, responsibilities and terms of reference of all various structures within the system of pre-university education. This principle requires from the legal framework to avoid any needless collision, double structures and ambiguous legal and administrative provisions. It requires from the system of pre-university education to set objective and measurable standards which will guarantee efficiency and effectiveness, will work to prevent abuse and embezzlement and which will stimulate cooperation and functional interaction both horizontally and vertically.

## **3. Principles of development of the system – Vision and Mission**

### **3.1.7. Holistic principle (the systematic approach)**

This principle requires that the system of education is seen as one indivisible entirety, because education is closely related to all spheres of life in a society. Thus efficiency of preschool education depends on efficiency and effectiveness of the Faculty of Education, from developments and results in science, from trends in economy, health and technology etc., whereas primary education depends on the quality of preschool education and so on.

### **3.1.8. Principle of national interest**

According to this principle, education is seen as the most propulsive economic category and as the highest national interest since only through quality education Kosovo can turn into a knowledge society, ready for European integrations.

In harmony with this principle, a new awareness will build among all citizens in the Kosovar society on the role and importance of education for development of the society. The effect must be visible with all citizens of Kosovo, among the policy and decision makers in particular, but also with other agents such as media, teachers, community and others. With this new awareness it will become clear that there cannot be any economic development for Kosovo and quality of life of citizens cannot be improved without quality education for all.

## **3.2. Vision and mission**

This Strategy should make Kosovo one big house of learning; since only if all citizens of Kosovo get accustomed to lifelong learning will they be able to communicate, plan, think critically, use two or more languages, and use new techniques and technologies. Only citizens in a continuous quest for new and sustainable knowledge will be able to move, find new jobs, enjoy wellbeing, be happy, be useful for their communities, and will be able to help the development of their society.

### **3.2.1. The Vision**

Based on the current analysis of the situation of education in Kosovo, having in mind universal principles of change in education and striving for integration of Kosovar

### 3. Principles of development of the system – Vision and Mission

education in the trends of democratic systems of developed countries and of EU member countries in particular, the expert working groups have outlined the following vision for the Kosovar education:

*Kosovo – a knowledge society, integrated in European trends with equal opportunities for personal development of all its members, who in return contribute to the sustainable economic and social development.*

The accomplishment of this vision will not be an easy endeavor having in mind the difficult transition phase Kosovo is grappling through, coupled with the unsettled political status, and with ethnic feuds between the majority population of Kosovo and the Serbian ethnic community. On the other hand, as Kosovo is facing these problems, the rest of the world is moving fast towards an economy and society built on knowledge. Of course, there are not only obstacles and difficulties on this road to a knowledge society – Kosovo has also got its opportunities and advantages. One of these is the open opportunity for contemporary knowledge and information, coupled with the motivation and training for rational utilization of these resources for the purposes of the individual and the society. This opportunity is the key for solving all economic, social and political problems because, regardless of their differences and interests, individuals have a vital interest in Kosovo's integration in the present-day global society of knowledge. This interest is the common denominator that brings about consensual support and approval for this strategy in its endeavor to establish a strong system of pre-university education and for accomplishing this vision, which must be the common voice of all citizens of Kosovo.

Therefore, we strongly believe that the set vision is a common dream of all Kosovars, who must all work to make it come true. This vision is also the best solution for the future of the young Kosovar generations. Its accomplishment will enable Kosovo to become an equal member of the civilized world, characterized by strong social cohesion and ample well being of its citizens.

#### 3.2.2. The Mission

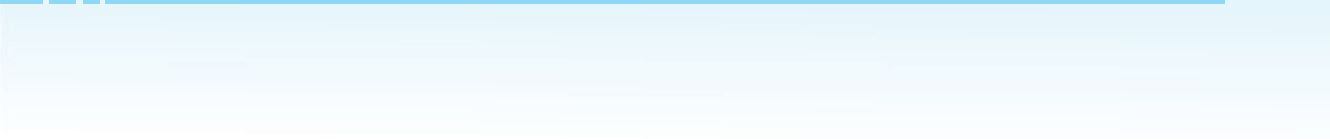
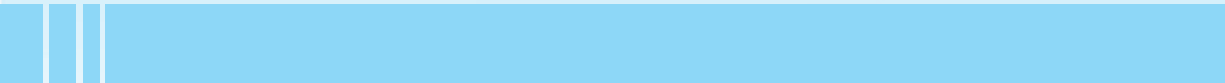
The mission creates conditions to accomplish the set vision. The Mission of this strategy is to:

### 3. Principles of development of the system – Vision and Mission

*Build an all-inclusive system of education that provides conditions for quality education and training of all individuals by actively involving in and promoting practices of lifelong learning and values of democratic citizenship.*

Implementation of this mission will be made easier by bringing about mechanisms for enhancing efficiency and effectiveness of the system of education and training and by promoting and instilling among citizens skills for lifelong learning in the light of strategic goals of education in the European countries, as well of the requirements of the knowledge society.

The mission is an obligation for the Kosovar system of education – as a roadmap to accomplishing the jointly set vision.



## 4. Strategic objectives and measures

Expert groups have identified seven strategic objectives which need to be accomplished during the period of 2007-2017:

- 4.1. Quality and efficient governance, leadership, and management of the system of education
- 4.2. A functional system of providing quality learning based on standards comparable with those of the developed countries
- 4.3. All-inclusiveness, equity, and respect of diversity in education
- 4.4. An effective system of in-service and pre-service teacher training
- 4.5. An adequate and healthy physical environment for teaching and learning
- 4.6. A sustainable connection of education with general social and economic developments
- 4.7. Advancing the material situation in education

The order of these objectives does not express also the order of their priority since each of them is considered very important for enhancing the system of pre-university education. In the meantime, for every strategic objective the following aspects have been defined:

- Objectively verifiable indicators which would be used to measure and demonstrate their accomplishment.
- Measures (activities) that express actions taken for achieving the strategic objectives. A number of these measures are entire projects, which need to be further elaborated.

Below is given a detailed description of strategic objectives and of corresponding measures.

### **4.1. Quality and efficient governance, leadership, and management of the system of education**

Governance can be defined as an exercise of political authority and using of institutional resources to manage social problems. Leadership is part of governance, but

## 4. Strategic objectives and measures

whereas governance takes strategic decisions, leadership takes operational and working decisions. On the other hand, management is present both in management and governance, but, in general is characterized by five functions: planning, organization, leadership, coordination, and control. Of course, quality governance, leadership and management are necessary pre-conditions for a system of education to perform its social function.

### INDICATORS

1. Until end of 2007 the current legislation is reviewed and the needed legislation (fully comparable to that in EU countries) is drafted and approved;
2. There is thorough and continuous implementation of the legislation in all institutions of education;
3. Until 2012 all managers of education institutions have got needed qualifications for quality leadership and management;
4. Until 2010 all levels of system of education have got due mechanisms and apply quality procedures for ensuring quality statistical data and information, comparable to those in similar sector and institutions in European countries;
5. Periodical and standardized self-evaluation and evaluation of performance is carried out at all levels of education system;
6. Until 2010 all procedures are set and fully applied that ensure full participation of stakeholders and full transparency in decision making processes in the system of education;
7. Efficient and effective development plans are in place until 2008 and are fully implemented in all education institutions;
8. Until end of 2007 there is a functional system of communication and interaction in place between education and other institutions.

## 4. Strategic objectives and measures

**Measure 4.1.1.** Review of existing laws and drafting of new ones

- Description:**
- Review and harmonization (until end of 2007) of existing laws and other bylaws with the relevant education documents and trends in Europe
  - Review of laws and other bylaws with the purpose of overcoming legal collision between them
  - Reviewing and analyzing the financial feasibility of existing and new laws;
  - Drafting of new laws and bylaws (such as the Law on National Framework of Qualifications, Administrative Instruction on the Code of Conduct in Schools, etc.)
  - Clear description of the mandate, duties, responsibility and competences to the various sectors of the MEST, MED, REO and in schools;
  - MEST engages a group of experts who carry out a review of legislation with the purpose of identifying fields for transfer of authority and for increasing efficiency and for improving governance of the system;
  - MEST undertakes needed measures for extending autonomy of schools in the education system of Kosovo;
  - The National Council for Pre-University Education is created.

**Measure 4.1.2.** Implementation of legislation

- Description:**
- Development of strategies and concrete action plans for implementation of legislation in education;
  - Monitoring and evaluation of law implementation in all levels of the system (including education institutions) and drafting of relevant recommendations;
  - Transfer of respective responsibilities and competences to schools in harmony with legal provisions in effect;
  - Development of guidelines, handbooks and setting of criteria for institutional leadership.

## 4. Strategic objectives and measures

**Measure 4.1.3.** Building of human capacities for governance, leadership and management

- Description:**
- Analysis of development needs of human resources;
  - MEST supports and coordinates development of programs for in-service training of education leaders and managers.
  - Setting up of training mechanisms and capacities for quality governance, leadership and management.
  - Capacity building for financial planning and management at the school level.

**Measure 4.1.4.** Setting up of infrastructure for processing of education data

- Description:**
- Development of the advanced software for data processing
  - Installation of physical infrastructure for EMIS at the level of municipality, region, and the MEST
  - Training of personnel responsible for data maintenance, processing and analyzing
  - Publication of data at least once a year to increase transparency and accountability
  - Analyses and comparison of information provided by EMIS is carried to increase efficiency and effectiveness of the system in harmony with standards applied in European countries.

**Measure 4.1.5.** Setting and implementation of evaluation and self-evaluation procedures of leadership and governance

- Description:**
- Building of mechanisms for evaluation of leadership and management of education institutions
  - Drafting of methodology of self-evaluation for education leadership
  - Setting of mechanisms for monitoring of performance of education institutions with reference to their action plans
  - Encouraging exchange of experience between education institutions in the field of self-evaluation

## 4. Strategic objectives and measures

**Measure 4.1.6.** Ensuring full participation and transparency in the decision-making process

**Description:** MEST, REO, MED, and education institutions will provide:

- Broad participation of all involved parties in the decision-making process by making school governing bodies more functional;
- Full transparency in the decision-making process also through various events with participation of media and community;
- Closer cooperation and coordination with the community and with the sector of local and international civil society on issues of schooling;
- Teachers' field departments (for e.g. science department) are set up and empowered by assigning more responsibilities to chairs of these departments;
- There is support in setting up of teachers' associations in subjects or groups of subjects (Association of Science Teachers of Kosovo, Association of Teachers of Mother Tongues of Kosovo etc.);
- Committee of Parents of Education in Kosovo (CPEK) is made fully operational and its work is supported at all levels of the system.

**Measure 4.1.7.** Setting up of mechanisms for drafting and monitoring of implementation of development plans in all education institutions

**Description:** All pre-university education institutions in Kosovo must function based on their development plans drafted by these institutions, in cooperation with the community and local authorities. Clear procedures are determined for this purpose, which ensure broad participation in drafting of development plans and provide for monitoring of their implementation. The plan should serve as a basis for mid-term planning of education spending at the municipal and national level.

Special attention should be paid to building of capacities for developmental planning at school, municipal, and regional level. This will be achieved through handbooks for developmental planning, through training programs, and by offering other kinds of professional assistance to entities involved in this process. Relevant monitoring capacities at the municipality and regional level will also be built.

## 4. Strategic objectives and measures

**Measure 4.1.8.** Full coordination of operations and activities between different levels of education leadership and other sectors in the society

- Description:**
- Coordination of activities within the government between MEST, REO and MED;
  - Regular meetings MEST-REO-MED and REO-MED-institutions of education;
  - Regular meetings and coordination of activities with parents' associations;
  - MEST will encourage education leadership for international cooperation with similar institutions in the region, in Europe and wider (such as ASPnet, UNICEF, teachers' associations, and other);

### CRITICAL ASSUMPTIONS

Analysis made by expert working groups has indicated that a protracted reflection of political conflicts in the field of education could result in further deterioration of the quality of services rendered by the education system. Also, persons in leading positions must show readiness to change, by taking up approaches that bring about quality governance, leadership, and management. Two critical assumptions can be inferred from these:

1. Reducing political conflicts in the education arena
2. Readiness for change among persons in leading offices

## 4. Strategic objectives and measures

### 4.2. A functioning system for ensuring quality learning based on standards comparable to those in developed countries

• Expression “quality assurance system” in this document implies the following: through an inclusive process of debates on education objectives and on government curricula, the quality assurance system determines what the term “quality” means in terms of performance and results of the public education system in the country.

• The system determines responsibilities of key agents for quality assurance in the system of education, including schools and teachers. The system makes sure that these agents have all relevant data on their performance and offers needed mechanisms for meeting their needs.

• The system requires accountability from the teachers and schools for their performance by ensuring an inner dynamics for achieving high performance standards.

The quality assurance system in pre-university education should:

- Be developed and implemented at the central, regional, municipality, and school level;
- Ensure a high level of teaching and of performance results of children and youth;
- Ensure a genuine accountability system;
- Compare to quality assurance systems in other countries, including the General Quality Assurance Framework of EU countries in education and training;
- Be implemented based on available human and financial resources;

It is impossible to view a quality assurance system separate from other aspects of functioning of the education system (such as governance and leadership, teacher training etc.); the mere fact that this segment of education system is given specific attention in this document, however, conveys the striving to build an education system which offers conditions for quality training and education for all individuals.

## 4. Strategic objectives and measures

### INDICATORS

1. Quality assurance standards have been set;
2. Functional mechanisms for evaluation and certification have been put in place until 2012;
3. Functional mechanisms for accreditation and licensing of education institutions and programs have been set;
4. Mechanisms for monitoring and evaluation are fully operational;

**Measure 4.2.1.** Establishing of independent institutions for advice, research, evaluation, certification and accreditation in education

**Description:** Institutions are established, which engage in education research, in development and setting of standards and in evaluation of quality of education. Authorities for accreditation and certification will be responsible for accreditation of programs and of education and training institutions.

**Measure 4.2.2.** Reviewing of the Curricular Framework, of standards of achievement and standards of content, as well as fine tuning of subject curricula with the student and societal requirements and needs, and their compatibility and comparability with those of developed countries

**Description:** MEST, in cooperation with other independent and specialized institutions will monitor current programs and standards, will engage to evaluate them and will propose improvements in accordance with the needs of schools and with requirements of the time (reviews based on gender, democratic citizenship, entrepreneurship, health education etc.). A system to manage this process will be set up and gradually improved in order to make sure for its independent and professional character and to be approved by the National Council for Curricula and School Textbooks. This process will assure quality education for preparing pupils and students for further education, for the needs of the labor market, and will follow trends of technologic, scientific and cultural developments.

MEST, in cooperation with other relevant institutions, will engage to include basic skills for the 21<sup>st</sup> century (as defined in EC documents), into the national curricula.

## 4. Strategic objectives and measures

**Measure 4.2.3.** Drafting and providing of quality textbooks and other teaching and learning resources

**Description:** There will be a capacity building process (of authors, reviewers, readers, publishers and teachers) through exchange of experience, public discussions, seminars, etc., for the improvement of quality of textbooks and other teaching resources in harmony with accepted international standards. This includes more extensive usage of alternative textbooks, handbooks, guides and workbooks by the teacher and students. Until June 2007, the MEST/government of Kosovo will develop a plan for equipping of all schools with information technology hardware; in this context, programs will be designed for using information technology in advancing quality of teaching and learning.

**Measure 4.2.4.** Development and implementation of the legal basis for quality assurance in education

**Description:**

- Legal infrastructure will be developed by reviewing existing and drafting new laws, administrative instructions, regulations and other bylaws which promote and help implementation of quality in education.
- Regular inspection of schools by inspectors will help to build awareness for implementation and respect of legal acts and other norms for regular functioning of education process. Specific inspections will be performed tailored according to the needs and requirements of institutions.

**Measure 4.2.5.** Creation of conditions for implementation of practical instruction

**Description:** Links will be established with various institutions and economic and social entities for implementation of practical instruction and for bringing together of schools (especially vocational ones) and economy in implementing the dual system (school – enterprise) approach in vocational education and training of students. Modes of active and participative learning are supported so that students acquire practical skills, knowledge and habits.

## 4. Strategic objectives and measures

**Measure 4.2.6.** Active participation in projects of mutual, regional and wider international cooperation.

**Description:** Activities will be organized for exchange of experience among students and teachers on programs, methodologies, textbooks, implementation of sports, cultural and artistic activities, etc., which contribute to the increase of quality of education. Such cooperation creates opportunities for investment and fundraising for schools to implement various activities for the benefit of instruction in schools and for their improved operation.

**Measure 4.2.7.** Setting up of professional services in education institutions

**Description:** Professional services will be set up in education institutions in order to provide necessary support in pedagogical, social and health-care aspect for students, teachers, administrative and technical staff.

### CRITICAL ASSUMPTIONS

Sufficient capacities on the part of education institutions for rendering services and for increasing quality of learning is a commonly shared vision, which is however partially out of control of entities to implement this strategy, primarily because of the critical situation of the education system in Kosovo. For objective reasons, a large number of education institutions, still cannot engage in increasing quality of their services, which again poses a real threat for the process of strategy implementation.

## 4. Strategic objectives and measures

### 4.3. Universal inclusion, equity and respect of diversities in education

Inclusion of citizens in the education system is one of the indicators of the level of development in a society. Equality implies being equal in status, having equal opportunities, receiving an equal treatment, free of any discrimination, barriers and prejudice. This principle requires that all persons and institutions involved in the schooling arena (as are teaching and administration personnel, students/pupils, groups at risk, schools etc.), are given equal rights according to their status and are treated equally to allow for their normal individual and institutional development and for successful accomplishment of their duties and responsibilities. Equality can be expressed in numerical and proportional terms. Respect of equality and equity (special measures of positive discrimination to meet the needs of specific groups) is seen as a minimal standard of today's moral and educational culture, whereas providing equal opportunities for all is a pre-condition for ensuring active participation of all citizens in social life.

Diversity implies a little bit more than ethnic affiliation and includes aspects like age, gender, religious affiliation, social status of the citizen, etc. Education for increasing awareness on diversity involves competencies like: openness, understanding for other cultures, a critical approach to social reality, etc.

#### INDICATORS

1. Until 2017 the ground has been set for all children to be included in compulsory education;
2. Until then, at least 90 % of children of age 5-6 are included in pre-primary education, whereas 35 % of age group 0-5 are included in some form of pre-school education;
3. Likewise, at least 85 % of the respective age-group are included in programs of upper secondary general and vocational education and training;
4. At the same time 30 % of the Kosovar children in Diaspora will be included in supplementary education;
5. Various programs are provided to support return of adults in the system of education.

## 4. Strategic objectives and measures

**Measure 4.3.1.** Drafting of adequate policies which ensure full inclusion of children in the system of education

**Description:**

- MEST develops all-inclusive policies and creates an adequate environment that promotes gender equality, equal access and cultural, ethnic, linguistic, racial and other diversity;
- Amendment and full implementation of legal infrastructure in pre-university education is carried out;
- Awareness raising activities are organized with parents and community on importance of education in early childhood through campaigns, seminars, training events, and other activities.
- MEST encourages and supports alternative forms for inclusion in pre-school education.
- Reasons for school drop outs are researched and analyzed and respective strategies and programs of activities are designed for addressing causes and problems;
- Alternative programs are developed for reintegration of children who missed getting enrolled in schools or who dropped out during schooling;
- Funds are provided for setting up a network of transportation of students from rural areas and city suburbs in order to increase student participation; this could be done through cooperation with local authorities, school authorities, and representatives of communities;
- Measures are taken to provide funds for stimulation of enrolment of youth in technical subjects and sciences;
- Existing dormitories are reactivated and new ones are constructed for students of upper secondary schools;
- The Strategy for promotion of Healthy schools is finalized and implemented and child friendly schools are promoted and the network of these schools is extended to receive more schools.
- Further efforts are made for the implementation of the Strategy for Rural Development.

## 4. Strategic objectives and measures

**Measure 4.3.2.** Setting up of mechanisms for equalization of informal and formal education

**Description:**

- Programs are designed for further qualification of individuals based on their social and economic needs and underpinning the principle of lifelong learning;
- Systems of standardization, accreditation, licensing, and recognition of previous qualifications and accomplishment regardless of the form of professional development;
- A national advisory body is set up to cover issues of non-formal education, responsibilities of ministries are clearly defined and cooperation between ministries, NGO-s and the private sector takes place with the purpose of promoting informal education;
- Partnerships are built and communications networks (between government, NGO, private sector and community) are developed for providing informal education;
- Funds are provided for organizing informal and non-formal education and respective mechanisms are set up (small grants fund) to support community initiatives in this sector;
- Activities are organized for increasing awareness among adults in rural areas for training in literacy, numeracy and basic skills;
- A catalogue is compiled with various institutions and NGOs offering services of formal and non-formal education;
- Legal infrastructure is drafted and adopted to draft and implement the National System of Qualifications;
- The document on classification of professions is developed and implemented;
- A career counseling system is developed and made operational;
- Curricula for informal and non-formal education are developed;
- The dual system of vocational education and training is developed;

## 4. Strategic objectives and measures

**Measure 4.3.3.** Building social partnership for inclusion of groups at risk in social and economic processes of the society

- Description:**
- MEST, in cooperation with other relevant agents, sees to open institutions responsible for designing adequate programs/curricula dedicated to education of marginalized and groups at risk based on gender, cultural, linguistic, and racial aspect;
  - Projects are designed for reading and writing and for acquisition of basic skills for fighting illiteracy;
  - In cooperation with the Ministry of Culture and Youth, national policies are developed and implemented to be used in working with the youth.

**Measure 4.3.4.** Providing adequate conditions for inclusion of children with special needs in the system of education

- Description:**
- MEST, in cooperation with other institutions, creates conditions for supporting processes of inclusion of children with special needs in all levels of education;
  - Activities are organized for raising societal awareness on importance of inclusion of children with special needs;
  - Individual Education Plan is implemented and evaluated as foreseen in the New Curricular Framework of Kosovo;
  - Training and qualification of teachers is carried out for working in the field of inclusive education;
  - Special schools are transformed into Resource Centers to assist in processes of inclusion in regular schools;
  - Psychology and pedagogic councils are set up in schools to facilitate inclusion;
  - Evaluation for diagnosing and educational purposes is organized throughout the system;
  - Building of cross-sector partnerships takes place between education, health, and social welfare (in reviewing and drafting curricula for special needs teachers) with the purpose of enhancing services of inclusive education;
  - Rehabilitation services are set up in municipalities;
  - Quality and professional standards are set for experts in the field of rehabilitation;
  - The Individual Education Plan is related to the Individual Transition Plan.

## 4. Strategic objectives and measures

### CRITICAL ASSUMPTIONS

1. Integration of all ethnic communities in the society
2. Fighting and decreasing poverty in the population
3. Increasing awareness on inclusive approach in education

### 4.4. In-service and pre-service teacher training and professional development

Quality of teaching is the most important factor in student achievement, which again depends on the level of in-service and professional development of teachers. Whereas the concept of pre-service teacher training is clear and implies regular studies in a certain field at a given university, professional development in Kosovo is more complex since it involves not only various training programs, but also opportunities for participation in various events for refreshing and updating knowledge and skills, such as participation in conferences, study trips, exchange programs, etc. In Kosovo, professional development also implies re-qualification of teachers for other fields.

### INDICATORS

1. Until 2017 all active teachers are included in accredited programs of professional development;
2. Until 2017 all teachers must hold at least one license;
3. Until 2015 all institutions of higher education offer quality programs for pre-service teacher training in harmony with internationally accepted standards;
4. Until 2010 all teachers are trained to operate computers and in using basic application in IT;
5. Functional programs offering credits for in-service re-qualification of teachers are in place.

## 4. Strategic objectives and measures

**Measure 4.4.1.** Review of study programs for training of student teachers and for re-qualification and in-service professional development.

**Description:** MEST and universities ask from teacher training faculties to tune their study programs so that they are in harmony with the Administrative Instruction on Professional Standards for Pre-service Teacher Training. This administrative instruction foresees harmonization of study programs with those of the developed countries and with the requirements of the Bologna Process.  
Programs for in-service training of teachers are designed and accredited.

**Measure 4.4.2.** Review of the MEST administrative instruction for teacher licensing and its implementation.

**Description:** MEST shall review its regulation on teacher licensing in order to also cover for teachers of vocational education and training, special needs education, for pre-school educators and others. MEST also engages to create material conditions for the implementation of this regulation, aiming to motivate teachers for quality performance. Grading and promotion of teachers is carried out based on their qualifications, on their level of professional development, and on their performance.

**Measure 4.4.3.** Inclusion of experts from non-education fields into the system of education

**Description:** MEST and higher education institutions engage in developing in-service teacher training programs and for those to be recruited to teach in vocational schools. During recruitment process not only education qualification is taken in consideration, but also individual professional level of the person, results from class observations and monitoring activities, as well as references from responsible authorities and persons. Therefore, a teacher will have to meet the Standards of Professional Practice. Responsible institutions ensure inclusion in education also of professionals, who own high skills in a given field and can therefore be useful in quality implementation of professional practice.  
MEST, higher education institutions and other partners design and implement programs for training of teachers in using information technology in the process of instruction.

## 4. Strategic objectives and measures

**Measure 4.4.4.** Building of capacities for regular supervision, monitoring, and evaluation of teachers' performance.

**Description:** Development of professional capacities is done at three levels, (1) school level (principal, teaching staff and community), (2) municipality and (3) at the central level (MEST), for supervision, monitoring, and evaluation of teacher training with the final purpose of ensuring quality in the system. Apart from these, analyses will be carried out of student achievement and active participation in various local and international activities.

Adequate conditions will be created which will stimulate teachers for better performance and for continuous improvement of quality of teaching. Stimulation of teachers can be both financial and in-kind, such as public acknowledgment, rewards for successful work, participation in various activities at home and abroad, etc.

Sanctions shall also be foreseen for underperformance or insufficient preparation of teachers.

### CRITICAL ASSUMPTIONS

Even though among top priorities of this strategic plan, the current material position of teachers is seen as a risk factor for improvement of quality of education.

Therefore, incentives should be found to increase motivation of teachers, and ways invented to increase the interest of youth for the teaching profession. The latter is closely linked to the fact that the teaching profession is losing its attraction and, as a result, teaching positions in many fields remain vacant.

## 4. Strategic objectives and measures

### 4.5. An adequate and healthy environment for teaching and learning

Proper physical environment of learning is one of the key features of an effective school. Numerous researches and analyses indicate to the authentic connectedness of the physical environment with the other parameters of effectiveness, such as: professional leadership, high expectations, turning schools into learning organizations, etc. In the case of Kosovo, accomplishing of this objective is a real challenge since it requires courage and strong commitment on the part of policy-makers to engage in immense financial investments which do not yield returns in the short term.

MEST, Ministry of Health, and Ministry of Environment and Spatial Planning are in the process of developing a strategy for healthy schools, which aims at providing a healthy and safe school environment through health education, promotion of protection of environment and through strengthening of partnerships between school, family and community. Therefore, this strategic objective of our Strategy is outlined in the strategy for healthy schools, too.

#### INDICATORS

1. The process of instruction will be carried out in maximum two shifts until 2017;
2. Until 2017 basic services of school infrastructure are provided in all schools;
3. In the same period basic supporting technological appliances are ensured for children with special needs;
4. Until the end of this strategic plan fundamental conditions (either within the school campus or in cooperation with economy) are created for the implementation of practical work in all vocational schools
5. Conditions are provided for physical and sports activities in all school in Kosovo<sup>1</sup>;
6. All schools are equipped with didactic resources according to accepted norms.

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<sup>1</sup> Whenever a time deadline is not explicitly set, then year 2017 is implied.

## 4. Strategic objectives and measures

**Measure 4.5.1.** Drafting, approval and due implementation of standards, norms and guidelines for building and equipment of school facilities

**Description:** Starting from existing policies, new guidelines with standards for planning and building of school and pre-school facilities will be drafted. This document will foresee all standards for design and construction of school facilities, including norms for facility size in relation to the number of students (square meter per student), conditions of the building site, basic configuration, orientation, internal and external learning areas, square meters for administration, lighting, quality of air, basic infrastructure, equipment, safety norms, types of construction, materials, maintenance, etc.  
Norms will also determine criteria for furniture, equipment, and for didactic resources  
In the process of drafting, special attention shall be paid to persons with special needs.  
Norms and standards shall be in harmony with accepted European standards (EUROCODE), shall be applicable for Kosovo, and efficient mechanisms for the implementation of the same will be set up.

**Measure 4.5.2.** Building of the sector specific database

**Description:**

- In the framework of EMIS database a separate sector will be set up to apply for the infrastructure sector alone;
- Setting up of this database is critical as a decision-making tool while developing (especially mid and long term) strategies and setting priorities. This database must be updated in intervals not longer than 6 to 12 months.

**Measure 4.5.3.** Improvement of existing school infrastructure

**Description:**

- In accordance with the set norms, the entire infrastructure of existing school buildings must be redone and improved in continuous efforts to meet European standards - EUROCODE.
- All facilities which not meeting the set standards shall be repaired by:
  - Fixing and improving of school buildings
  - Fixing and improving water supply and sewerage, telephone, Internet, heating, etc.
  - Arranging external areas, such as: playgrounds, schoolyards, green areas, gardens and other pitches and courts.

## 4. Strategic objectives and measures

**Measure** Building of new schools  
**4.5.4.**

**Description:** Government, in cooperation with partners, focus its efforts in building new school facilities in areas where children learn in more than two shifts and in areas where school facilities pose a threat to students' safety. All investment will be carried out in full harmony with the approved norms and standards.

**Measure** Maintenance and management of school property and assets  
**4.5.5.**

**Description:**

- MEST, in cooperation with municipalities, will work to design policies and to set up a system for management and maintenance of school property and assets;
- Municipalities and schools will engage to manage and take care of school facilities and school areas, for their maintenance and security in accordance with approved policies.

**Measure** Equipping schools with teaching and learning resources  
**4.5.6.**

**Description:**

- MEST and municipalities, in cooperation with donors and partner organizations, will invest to furnish schools with standard didactic resources and with lab equipment. Special attention will be paid to utilization of new technologies in instruction and practical learning and teaching.
- Consolidated purchase of equipment and organizing of practical instruction in vocational education in consolidated centers to allow for more students and schools using the same equipment.
- Cooperation will be established with regional centers for vocational training and with economic enterprises with the purpose of better utilization of teaching resources and equipment for education purposes.

## 4. Strategic objectives and measures

### CRITICAL ASSUMPTIONS

A typical phenomenon for school infrastructure in Kosovo is the overloaded capacities in urban areas and low utilization in some rural areas. Therefore, the chances for improving the situation in infrastructure are closely related to the two following assumptions which are out of control of the experts working on this Strategy:

1. Stabilization of migrating processes
2. Development of rural areas

### 4.6. Sustainable linking of education with global social and economic developments

It is a widely accepted truth that economic development of a society is closely related to the level of education of its population and with the ability of that society to utilize accomplishments in education and science for a sustainable human development. Human development is more important and goes beyond increases of GDP, more than production of goods and accumulation of capital, which are but means for increasing opportunities for people. Human development deals with creating an environment in which one can fully develop its potentials and can live a productive and creative life in harmony with his/her needs and interests. People are the best a nation has, whereas human development implies increased opportunities for a life they like, deserve and fully appreciate.

For this reason linking education with global social and economic developments is a normal status of an education system with high expectations and a precondition for building a democratic society with the citizen at its core.

## 4. Strategic objectives and measures

### INDICATORS

1. There is increased employment and mobility of citizens both at home and abroad;
2. Functional programs and mechanisms for career guidance are fully operational;
3. Level of illiteracy has gone down to 5%;
4. Curricula of vocational education and training are in tune with the needs of the labor market and with the respective EU standards;
5. The National Framework of Qualifications is fully functional until year 2015;
6. There is increased involvement of schools in supporting civil initiatives serving for social development.

**Measure** 4.6.1. Integration of Kosovo in European and global development processes

**Description:**

- Curricula for efficient linking of education institutions with economy and businesses are developed and implemented;
- There is a wide exchange of experiences in the region and wider
- There is a better organization and coordination of efforts between ministries, social partners, and at the level Centers for VET serving for higher quality of practical work in vocational schools;
- New education profiles and streams are designed in both formal and informal education by using analyses and studies of the labor market;
- Concrete action plans are developed for the implementation of the Lisbon Declaration (on knowledge based society and economy) and the Declaration of Copenhagen on vocational education and training of the European countries;
- Curricula are developed to serve for increased mobility of labor force, to raise employability and to facilitate recognition and schooling of Kosovar students and graduates;
- Grade 13 is implemented in vocational education (as a linking bridge between upper secondary and higher education);
- EUROPASS project is implemented (Framework of qualifications and skills);
- Opportunities are created for application and participation in European education programs (such as Socrates, Comenius, Lingua, Minerva, Leonardo da Vinci, etc.);
- E-Learning policies and practices are implemented in the system of pre-university education.

## 4. Strategic objectives and measures

**Measure 4.6.2.** System of education provides for preparation of citizens for life

- Description:**
- Concrete measures are taken to provide good conditions for lifelong education and training;
  - Basic skills are developed such as functional literacy, numeracy, use of information technology, learning of the regional and foreign languages, entrepreneurial skills, general culture, interpersonal and social skills etc., through methods of active learning, critical thinking, active listening, etc.
  - Principles of democratic citizenship are promoted and advanced through civil initiatives (promoting voluntary work, participation in decision-making, development of the principle of tolerance, etc.)

**Measure 4.6.3** Curricula are developed in harmony with development trends in the society and in economy both at home and internationally.

**Description:** Pre-university education institutions engage continuously in research of the needs of the Kosovar economy and society, development trends of European education and economy in order to determine the need to fine-tune the existing curricula and to develop new ones based on the level of employability of profiles and streams in the labor market.

### CRITICAL ASSUMPTIONS

At a time when Kosovo is going through a difficult transition, there is a significant gap between educational provision and needs of the local economy. In this context there are two key assumptions with critical impact on the accomplishment of this strategic objective:

1. Increased interest of employers in development in sphere of education
2. An accelerated economic development

## 4. Strategic objectives and measures

### 4.7. Advancing the financial position of education

Apart from foreseeing numerous investments and increased expenditures in education in various budget categories, the expert groups thought it necessary to also focus in enhancing the material position of education in the longer term. This reflects on the commitment on the part of drafters of this strategy to improve parameters of pre-university education to a level comparable to those in more developed countries and to impart a more supportive policy for the development of this sector.

#### INDICATORS

1. Public investment per student capita are at the average level of investment in EU countries;
2. Functional mechanisms for decentralized management of funds have been put in place;
3. Financing criteria and regulations are set and implemented which favor universal inclusion and equity in Education.

**Measure**      Increase of funding for education  
**4.7.1.**

**Description:**

- Kosovar institutions will increase budgetary funds for education until they reach the average level of investments per student capita in EU countries;
- MEST will propose to government to introduce special taxes for education (luxury goods, etc.);
- Municipalities increase investments in education from their own revenues, which is matched by various incentives from the central authorities;
- Kosovar institutions engage in coordinating their activities in the field of investments in the education sector;
- Other sources of funding are identified and utilized for financing in the central and local level, such as help and donations coming from parents and community;
- Local institutions apply for low interest and longer grace period development loans from respective international financial institutions;
- Decentralization at all levels allows for generating own income by education institutions;
- Mechanisms for generation of own income are put in place and made operational through cooperation with community and economy.

## 4. Strategic objectives and measures

**Measure 4.7.2.** Waiving of taxes applied to education institutions

**Description:** MEST will present a well argued request with the Kosovo Government and Assembly asking for partial or full waiving of all taxes and duties (such as customs duties, VAT, tax on profit, etc.) for education institutions.

**Measure 4.7.3.** Review – improvement of financing criteria

- Description:**
- MEST initiates setting up of an inter-ministerial expert group (MEST-MEF-MPS-MLSW) for reviewing of the formula for municipal grants for financing of pre-university education;
  - MEST in cooperation with MEF and MPS will engage in setting the merit based criteria for pay and grading taking in consideration respective weight of the following criteria:
    - Working position;
    - qualification;
    - working experience;
    - professional experience;
    - other non-teaching engagements;
    - overtime;
    - distance from the work-place;
    - trainings.
  - MEST will insist in improving criteria and for increasing funds for goods and services for education institutions
  - There will be increased funding for capital investments in harmony with needs for new construction, extension, renovation, and auxiliary infrastructure.

## 4. Strategic objectives and measures

**Measure** Decentralization of management of funds  
**4.7.4.**

**Description:** • Setting up mechanisms for decentralization

Aiming at offering more efficient education services, the Government creates preconditions for decentralization of management of funds from central to local and school level.

This would allow for a facilitated, quicker and more transparent management of funds by schools and municipalities.

• Setting up of monitoring mechanisms and respective regulations  
Parallel to delegation of authority for management of finances at the local level, monitoring and inspection mechanisms will be set up and implemented at the central and local level.

### CRITICAL ASSUMPTIONS

Improvement of material position of education depends on the following two assumptions:

1. An accelerated economic development;
2. Finding alternative sources of funding.

## 5. IMPLEMENTATION PLAN

### Objective 4.1: Quality and efficient governance, leadership and management in the system of education

Measure 4.1.1	Priority for 2007-2012	Responsible authority	Implementation period	Budget
Review of existing laws and drafting of new ones	Change and amendment of current laws and drafting of new ones	MEST Government Assembly	2007-2012	
	Ensuring sustainable financial support for implementation of laws	Government	2007-2012	

Measure 4.1.2	Priority for 2007-2012	Responsible authority	Implementation period	Budget
Implementation of legal framework	Designing of action plans for implementation of laws	MEST	2007-2008	
	Monitoring and evaluation of implementation of laws and drafting of relevant recommendations	MEST / Auditing	2007-2012	
	Development of guidelines, guides, and criteria for institutional leadership in education	MEST Independent professional organization	2008-2010	€ 45,900

Measure 4.1.3	Priority for 2007-2012	Responsible authority	Implementation period	Budget
Building of human capacities for governance, leadership and management	Setting up of Academy for training of educational leadership	Government MEST	2007-2009	€ 261,128
	Creation of the working group for review and implementation of MEST policies on educational leadership	MEST	2007-2008	€ 14,610
	Development of training programs for planning and management in education institutions	MEST	2007-2008	€ 32,160

## 5. IMPLEMENTATION PLAN

Measure 4.1.4	Priority for 2007-2012	Responsible authority	Implementation period	Budget
Building of infrastructure for processing of data in education	Training of EMIS personnel in maintaining, processing, analysis, and comparison of educational data	MEST / MED	2007-2008	€ 36,900
	Development of software and installation of needed infrastructure for EMIS	MEST/REO Municipalities Schools	2007-2012	€ 1,071,700
	Distribution and publication of data	MEST	2007-2012	€ 51,600

Measure 4.1.5	Priority for 2007-2012	Responsible authority	Implementation period	Budget
Setting and implementation of procedures for successful self-evaluation and evaluation of leadership and governance	Drafting of regulations for self-evaluation, supervision and performance evaluation in education institutions	MEST TTRB	2007-2008	€ 18,580
	Implementation of regulation for self-evaluation, supervision and performance evaluation in education institutions	MEST	2008-2012	€ 19,750
	Material incentives and support for successful performance and leadership	MEST	2008-2012	€ 39,000

Measure 4.1.6	Priority for 2007-2012	Responsible authority	Implementation period	Budget
Ensuring full participation and transparency in the decision making process	Setting up and empowering of professional councils at the school, municipal, regional and national level	MEST/REO MED/Education institutions	2007-2008	€ 3,400
	Supporting teachers' and parents' associations.	MEST Donors	2007-2012	€ 140,000

## 5. IMPLEMENTATION PLAN

Measure 4.1.7	Priority for 2007-2012	Responsible authority	Implementation period	Budget
Setting up of mechanisms for drafting and following up on implementation of development plans for all education institutions	All education institutions draft their development plans	MEST REO MED EI	2007 -2012 Ongoing	€ 69,200
	Institutions are supported for implementing their development plans	Government MEST Donors	2008-2012	€ 602,000
	Building of relevant monitoring capacities at the municipal and regional level	MEST MED	2008-2012	€ 13,500

Measure 4.1.8	Priority for 2007-2012	Responsible authority	Implementation period	Budget
Full coordination of activities between different levels of educational leadership and other sectors in the society	Development and implementation of policies for cooperation and coordination between different levels and sectors	MEST	2007-2008	
	Financial support for the Committee of Parents in Kosovar Education (KPAK)	MEST MED Donors	2007-2012	€ 55,000

## 5. IMPLEMENTATION PLAN

### Objective 4.2. Fully functional system for ensuring quality learning built on standards comparable to those in developed countries

Measure 4.2.1	Priority for 2007-2012	Responsible authority	Implementation period	Budget
Establishing of independent institutions for development of evaluation, certification, and accreditation policies in education	National Council for Pre-University Education is established;	Government MEST	June 2008	€ 53,744
	Kosovo Pedagogic Institute is established;	MEST	2007-2009	€1,346,800
	National authority for independent work in accreditation and certification of training programs is established and made fully operational;	MEST MLSW	2007-2008	€ 56,500
	Center for assessment and evaluation is established and made fully operational;	MEST	2009-2012	€ 2,427,880
	An independent authority for accreditation of educational institutions is established.	Government MEST	2009-2012	€ 207,430

Measure 4.2.2	Priority for 2007-2012	Responsible authority	Implementation period	Budget
Review of Kosovo Curricular Framework; review of standards of student achievement and curricular contents, as well as fine tuning of study programs with the needs of students and of Kosovar society, and ensuring compatibility of our study programs with those in developed countries	Changing, amending and approving the Curricular Framework of Kosovo	MEST	2007	€ 45,090
	Evaluation and harmonization of standards of achievement with modern trends in education	MEST	2008-2012	€ 386,170
	Review of subject curricula and their harmonization with the Curricular Framework	MEST	2009-2012	€ 753,101

## 5. IMPLEMENTATION PLAN

Measure 4.2.3	Priority for 2007-2012	Responsible authority	Implementation period	Budget
Designing and ensuring quality textbooks and teaching resources in education	Setting of standards for school textbooks and criteria for approval procedures	MEST	2008 - 2012	€ 30,540
	Setting of standards for teaching resources	MEST	2008 -2012	€ 8,250

Measure 4.2.4	Priority for 2007-2012	Responsible authority	Implementation period	Budget
Drafting and implementation of legal infrastructure for ensuring quality in education	Review of legal provisions for quality assurance in the existing legislation and their harmonization with European laws	MEST	2007 - 2008	32,750 €
	Creation of mechanisms and instruments for quality assurance in education	MEST	2008-2012	22,500 €

Measure 4.2.5	Priority for 2007-2012	Responsible authority	Implementation period	Budget
Creating conditions for carrying out practical instruction in schools	Conditions are created for providing quality practical instruction in schools	MEST MED Schools	2007 - 2012	€ 51,950
	Cooperation is established with enterprises for providing conditions for students' practical work in schools;	MEST MED Schools Stakeholders Government	2007 - 2012	

## 5. IMPLEMENTATION PLAN

<b>Measure 4.2.6</b>	<b>Priority for 2007-2012</b>	<b>Responsible authority</b>	<b>Implementation period</b>	<b>Budget</b>
Active participation in projects of mutual regional and international cooperation	Drafting of a platform for regional and international cooperation	MEST	2008	

<b>Measure 4.2.7</b>	<b>Priority for 2007-2012</b>	<b>Responsible authority</b>	<b>Implementation period</b>	<b>Budget</b>
Setting of professional services in education institutions	Setting up of professional services in schools	Government, School, MED, MEST	2008-2010	1,084,440 €

## 5. IMPLEMENTATION PLAN

### Objective 4.3. Inclusion, equality and respect of diversity in education

Measure 4.3.1	Priority for 2007-2012	Responsible authority	Implementation period	Budget
Development of adequate policies to ensure full inclusion of all children in the system of education	Analyzing reasons for leaving school.	MEST IPS Schools MPS	2007- 2009	€ 39,000
	Drafting and approval of programs for integration of pupils and students who were not enrolled in education or who dropped out	MEST / IPS Schools	2009- 2012	€ 29,000
	Extending the network of healthy schools and child friendly schools.	MEST MH, MESP Municipalities	2007-2012	€ 2,800,000
	Improved inclusion of children in supplementary education in Diaspora	Government MEST Community	2007 – 2012	€ 383,400

Measure 4.3.2	Priority for 2007-2012	Responsible authority	Implementation period	Budget
	Development of a system of standardization, accreditation, licensing and recognition of prior learning regardless of the form of provision and professional development	MEST Other Ministries	2007-2012	€ 132,560
Setting up of mechanisms for ensuring compatibility and recognition between formal and non-formal education	Designing of programs for qualification in harmony with individual's social and economic needs and that promote the process of lifelong learning.	MEST MLSW MTI MCYS (National Qualification Authority)	2007-2012	€ 379,300
	Setting up of career counseling services in education institutions as part of system for career guidance and counseling	MEST Government	2008-2012	50,000 €

## 5. IMPLEMENTATION PLAN

Measure 4.3.3	Priority for 2007-2012	Responsible authority	Implementation period	Budget
Development of social partnerships for inclusion of groups at risk in social and economic processes	Creating conditions and designing of adequate programs dedicated for education groups at risk for gender, cultural, ethnic, racial and other reasons.	MEST IPS Community	2008-2012	€ 47,500
	Drafting and implementation of policies for work with youth.	MEST MCYS MTI MLSW	2007-2010	

Measure 4.3.4	Priority for 2007-2012	Responsible authority	Implementation period	Budget
Ensuring adequate conditions for inclusion of children with special needs in the system of education	Turning special schools into Resource Centers to support processes of inclusion in regular schooling.	MEST Municipalities Special schools Community	2007-2012	105,000 €
	Implementation of the individual education plan for children with social needs.	MEST Municipalities Schools	2007-2009	275,000 €
	Qualification and professional development of teachers in inclusive education.	MEST Faculty of Education MED	2007-2012	150,000 €
	Organization of educational assessment teams for children with special needs.	MEST Municipality MH MLSW	2007-2010	45,000 €

### Objective 4.4. In-service and pre-service teacher training and professional development

Measure 4.4.1	Priority for 2007-2012	Responsible authority	Implementation period	Budget
Review of pre-service teacher training programs and in-service professional development programs.	Development and implementation of the in-service teacher training program	MEST Faculty of Education	2007-2012	€1,852,120
	Review and implementation of administrative instruction on Standards for Pre-Service Teachers Training Programs	MEST UP Competent agencies	2007- 2012	€ 16,720
	Drafting of a framework for in-service teacher training programs	MEST	2007- 2008	€ 6,688

Measure 4.4.2	Priority for 2007-2012	Responsible authority	Implementation period	Budget
Review of administrative instruction for teacher licensing and its implementation	Implementation of administrative instruction for teacher licensing	MEST UP Agencies	2007-2010	€ 28,032
	Drafting of accredited programs for teachers' professional development	MEST UP Training agencies	2008-2012	€ 6,406,000

## 5. IMPLEMENTATION PLAN

Measure 4.4.3	Priority for 2007-2012	Responsible authority	Implementation period	Budget
Inclusion of experts in non-teaching professions to work in schools	Amendment of administrative instruction on standards of professional practice also to include vocational and special needs education and training	MEST UP Training agencies	2007	€ 6,688

Measure 4.4.4	Priority for 2007-2012	Responsible authority	Implementation period	Budget
Building of capacities for regular supervision, monitoring and evaluation of teachers' performance and achievements.	Drafting of regulation for supervision, professional development, monitoring and evaluation of educators' performance	MEST UP Training agencies	2007	€ 25,080
	Implementation of regulation for supervision, monitoring and evaluation of performance education personnel	MEST UP Training agencies	2007-2012	€ 263,520

## 5. IMPLEMENTATION PLAN

### Objective 4.5. An adequate and healthy physical environment for teaching and learning

Measure 4.5.1	Priority for 2007-2012	Responsible authority	Implementation period	Budget
Drafting of standards (norms) and guidelines for planning school space and for equipping school facilities and their implementation	Drafting of new norms for school facilities based in European standards applicable in Kosovo	MEST	2007-2008	33,440 €

Measure 4.5.2	Priority for 2007-2012	Responsible authority	Implementation period	Budget
Setting up of a sector specific data base.	Building up of the infrastructure specific database in the framework of EMIS	MEST	2007-2008	51,000 €

Measure 4.5.3	Priority for 2007-2012	Responsible authority	Implementation period	Budget
Improvement of existing school infrastructure	Providing drinking water and sewerage in all schools	MEST-Municipalities-Schools	2007-2012	€ 3,600,000
	Fixing and improving school infrastructure	MEST-Municipalities	2007-2012	€ 53,300,000
	Providing internet access for all schools	MEST-Municipalities	2009	€ 1,817,000
	Development and implementation of "One Laptop per Child" program	MEST-Municipalities	2007-2012	€ 19,660,000

## 5. IMPLEMENTATION PLAN

Measure 4.5.4	Priority for 2007-2012	Responsible authority	Implementation period	Budget
Construction of new school facilities	Development of policy guidelines and regulations for building new school facilities (e.g. number of new schools, setting financing mechanisms, criteria, procedures, etc.)	MEST	2007	5,016 €
	Construction of new school facilities (with the purpose of carrying instruction in maximum two shifts)	MEST-Municipalities	2007-2012	114,170,000 €

Measure 4.5.5	Priority for 2007-2012	Responsible authority	Implementation period	Budget
Maintenance and management of school assets	Drafting of management and maintenance policies for school assets	MEST	2007-2008	8,360 €

Measure 4.5.6	Priority for 2007-2012	Responsible authority	Implementation period	Budget
Supply of schools with teaching and learning resources	Drafting of norms for equipping schools with didactic resources	MEST Institute of Pedagogy	2008-2009	€ 33,440
	Equipping of schools with standard didactic packages	MEST Municipalities	2008-2012	€ 11,000,000
	Consolidated purchase and organization of workshops and equipment for vocational education and training	MEST-Municipalities	2007-2012	€ 4,000,000

### Objective 4.6. Sustainable linkages of education to global social and economic developments

Measure 4.6.1	Priority for 2007-2012	Responsible authority	Implementation period	Budget
Integration of Kosovo in European and global development processes	Utilization of labor market studies for starting new education streams and profiles.	MASHT MPMS	2007-2012	
	Implementation of Lisbon Declaration (knowledge based economy and society) and the Copenhagen Declaration (for vocational education and training).	MEST MLSW Government (Agency or European Integration)	2007-2012	
	Cooperation and exchange of experiences in the region and wider.	MEST Government Municipalities MLSW	2007-1012	540,000 €

Measure 4.6.2	Priority for 2007-2012	Responsible authority	Implementation period	Budget
System of education ensures preparation of citizens for life	Development of basic skills in education institutions.	MEST Institute of Pedagogy	2007-2012	1,660,000 €
	Promotion of principles of democratic citizenship supporting of civic initiatives through school curricula.	MEST	2007-2012	200,000 €

## 5. IMPLEMENTATION PLAN

<b>Measure 4.6.3</b>	<b>Priority for 2007-2012</b>	<b>Responsible authority</b>	<b>Implementation period</b>	<b>Budget</b>
Ensuring compatibility of curricula with trends of developments in economy and society at home and abroad.	Carrying out of a needs analysis of Kosovar economy and society, and a study into development trends in European economies to determine the need for harmonizing the current school curricula.	MLSW Social partners MEST	2007-2012	171,840 €

### Objective 4.7. Improvement of material situation in education

Measure 4.7.1	Priority for 2007-2012	Responsible authority	Implementation period	Budget
Increasing funds for education	Increasing the education budget to reach the 16 % of the Kosovo Consolidated Budget (with an annual increase rate of 1 % from 2008) built on the current level of 13.4%.	Government MEST	2008-2010	
	Increasing participation of education budget in municipal own income to reach the level of minimum 20 % of total own generated revenues.	Municipalities	2008-2010	
	Proposal for application of special tax for education.	MEST	2007	
	Kosovar institutions express their readiness for applying for international loans and utilization of donations and other assistance to support development of pre-university education.	Government	2007	

## 5. IMPLEMENTATION PLAN

Measure 4.7.2	Priority for 2007-2012	Responsible authority	Implementation period	Budget
Reducing – waiving of various taxes for pre-university education institutions	Drafting of well argued proposal for waiving or reducing various duties and taxes for education institutions.	MEST MEF	2007	

Measure 4.7.3	Priority for 2007-2012	Responsible authority	Implementation period	Budget
Review – improvement of financing criteria	Drafting of administrative instruction for financing of education institutions	MEST MEF	2007	8,360 €
	Drafting of administrative instruction for setting merit based criteria for pay and grades in education system	MEST Government	2007	8,360 €

Measure 4.7.4	Priority for 2007-2012	Responsible authority	Implementation period	Budget
Decentralization of management of finances in education	Initiating changes in the Law on public finances and other relevant bylaws with the purpose of decentralization of financial responsibility down to municipalities and schools.	MEST <sup>2</sup> MEF	2007	5,016 €
	Setting up of mechanisms for monitoring of financial spending.	MEST MEF	2007-2008	

<sup>2</sup> This law is in Assembly procedure

### 6.1. Implementation of the strategy – change of structure and approach in education financing

Education reforms carried out so far in a close local/international partnership, the resulting consolidation of the system, building of the critical mass for further development efforts in education, as well as high priority placed on education through the government policy of “Three E-s” (Economy, Education, Energy), have built the momentum for transition to the next development and investment phase in education of Kosovo.

However, this new context can not be fully effective unless other aspects are also changed, in particular those influencing efficiency of the system. This primarily implies changes in the current structure of education finances. This has to do with (a) the current system of linear pay and grading, (b) the already inefficient formula of municipality grants in education, with (c) mechanisms ensuring participation of community in school governance and support, in (d) planning and implementation and monitoring of capital investments and so on.

At the moment all these segments are characterized by a passive and non-motivating approach of financing which is not related to individual or institutional performance, but only to the old tradition of survival of education. In this regard, in spite of the low investment in education, looking at the results of the system one could say that Kosovo has a relatively expensive and inefficient system of education.

#### Transition from financing to investing in education

This strategic plan promotes active approaches and policies in education that call for a shift from financing to investing in education. This new philosophy of investments would be in harmony with the new approach of active influence of education on society and of active support of the society to education. Thus, a number of empirical research in Europe, commissioned by the EC, have shown that an increase in investments (not only passive allocation of funds) in education and increased efficiency of these investments would result in a higher annual growth in development of labor force skills of 0.45 % in the long term<sup>3</sup>, whereas investments in increasing standards of achievement through various lifelong learning programs would result in an annual increase of GDP of 0.3 to 0.5 in the long term<sup>4</sup>. This shift from financing to investments in education would also imply respective mechanisms for ensuring (non-finan-

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<sup>3</sup> European Commission 2003a

<sup>4</sup> European Commission 2003b

## 6. BUDGET OF THE STRATEGY

cial) returns from investment in education. For illustration, an investment cost would be accompanied by a contract/agreement which would foresee for the system of education to offer a given number of profiles, skills, and services for the given cost. This approach would be in harmony with the new European approaches of investment in education and with the trends based on Lisbon Process and on other relevant documents.

### **Results of investments: contract between government/society and the system of education**

In the last two years the Kosovar Government has put education among its priorities also by increasing its budget by 5% in a year. This increase happened at a time when there have been budget cuts in all other sectors.

Prioritizing investment in education by supporting the implementation of this strategy would bring about the **following concrete results:**

- 15 new quality institutions and mechanisms are established for bettering of education processes and services;
- Improved student achievement and performance in education institutions reflected in results of national and international tests for assessment of student achievement and performance of education institutions;
- Standards of achievement are reviewed and set (to make performance of our system of education measurable and comparable to those in the region and wider);
- All schools are equipped with computers and get quality access to internet;
- Over 25,000 teachers are trained in at least two training programs;
- Over 500,000 square meters of school space are built in order to have all students learning in maximum two shifts until year 2012;
- Around 300,000 m<sup>2</sup> of school space are renovated to provide for quality conditions of work;
- Workshops, labs, and IT rooms are provided to improve working conditions and performance on general and vocational upper secondary schools;
- The scope of education provision is broadened to include informal and non-formal education services, as well as quality services in the field of lifelong learning;

## 6. BUDGET OF THE STRATEGY

- The system of pay and grading is reformed to be based on merits (which will significantly improve effectiveness of investments in education);
- Curricula in all levels of education are reviewed and harmonized with those of European countries.

Consequently, one can conclude that primarily because of the two extremely difficult decades (1980s and 1990s) for the Kosovar education, the Kosovar society will have to increase its investment in education in order to ensure universal access to education, higher quality of education services, easier integration into respective European trends and processes and, finally, for an accelerated economic development of Kosovo.

### 6.2. The process of budgeting

The final version of the Strategy (chapters 1-4 of the) document together with its plan of implementation were approved by the CEPE on January 5, 2007. At the same meeting it was decided to proceed with calculating the Strategy Budget for years 2007-2012, with the main goals of the process being:

- To determine the financial framework for implementation of the pre-university education
  - o To establish the amount of funds needed for implementation of Strategy for the period 2007-2012;
  - o To identify the gap between the financial capacity of Kosovo meet the needs of pre-university education and the real calculated cost of activities in the sector according to this Strategic plan;
- To calculate and present sources of funds to cover spending in the coming years from:
  - a. the Kosovo Budget
  - b. donations and financial assistance
  - c. private sources
  - d. other sources including self-generated income of municipalities.

## 6. BUDGET OF THE STRATEGY

Technically, the task was implemented in two consecutive workshops with wide participation of experts in the fields of education and finances. Every priority was calculated separately, with spending divided into three categories: 1) capital investments, 2) goods and services; and 3) salaries and per-diems. Spending were divided according to years and nature of spending with all calculations gathering in a thick volume. In this document we present only the synopsis of spending according to fields.

While processing data and calculating costs we started from Kosovo Budget calculations for period 2007-2009, but also the determination of the government to place education among its policy priorities, as well as the expected easier access of Kosovo to international monetary institutions. Other relevant elements taken in consideration during budget calculations are the following:

- Demographic structure of population in Kosovo – around 20% of Kosovo citizens are students of primary and secondary level, whereas forecast until year 2015 tell about an annual population growth of 1.6-1.8%.
- Kosovo suffers a relatively high level of poverty – around 44%, with 14% of population living in extreme poverty. This is the reason why private spending in education can not be seen as a stable source of funding in education. A similar situation is present in European countries, too with an average 10.8% of total spending in education coming from private sources<sup>5</sup>.
- Period from 2007-2017 should mark a final move of Kosovo away from the emergency phase and a natural transition into the development phase. This period also marks a move from the long isolation and lagging behind into comparing with the region and treading towards integration into respective trends of the European education area.
- Investment in pre-university education is among the most important investments a country can undertake to ensure a bright perspective to its citizens. This level of education provides knowledge, skills and habits needed for further education, for participation in the labor market and in the social and political life.

During the budget calculations the expert teams faced significant limitations, which could also affect the process of Strategy implementation:

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<sup>5</sup>Key Data on Education in Europe 2005, European Commission, p. 176

## 6. BUDGET OF THE STRATEGY

- Teachers and educators are considered civil servants, which determines that their salaries are set according to criteria applied in the civil service. In spite of all good will and readiness, drafters of this Strategy could not properly address the issue of salaries.
- At the time this Strategy was developed, concrete solutions of the process of decentralization in the field of pre-university education remained unknown to experts and officials included in the strategy process. Therefore, it is possible that some recommendations may not apply in the future or may need to be modified in order to provide funds from other sources for their implementation.
- Macro-economic forecast do not convey a clear picture on Kosovo's development prospects, but in stead offer scenarios that reflect dependence of economic development on external factors.

### 6.3. A summary of the Strategy budget

Calculations show that implementation of the Strategy for the period 2007-2012 will cost 245,109,441 EUR with the following structure sources for funding:

**Table 1.** A calculation of finances needed and sources for funding the implementation of Strategy for period 2007-2012

Sources of funding	Amounts (EUR)	%
Kosovo Budget	135,261,221	55.18%
Donations and financial aid	55,933,580	22.82%
Private sources	14,027,000	5.72%
Other sources (including municipal revenues)	39,887,640	16.27%
<b>Total</b>	<b>245,109,441</b>	<b>100%</b>

## 6. BUDGET OF THE STRATEGY

**Table 2:** Estimated spending according to categories and sources of funding.

No.	Description	2007	2008	2009	2010	2011	2012	Total
Capital Investments	Kosovo Budget	12,549,400	14,522,800	16,378,600	17,775,000	17,840,000	18,580,000	97,645,800
	Donations and financial assistance	1,249,200	9,120,000	10,010,000	9,885,000	9,535,000	9,290,000	49,089,200
	Private sources	1,250,000	1,610,000	2,150,000	2,525,000	2,525,000	2,780,000	12,840,000
	Other sources	5,850,000	5,937,500	5,850,000	6,850,000	6,850,000	6,200,000	37,537,500
	<b>Total Capital Investments</b>	<b>20,898,600</b>	<b>31,190,300</b>	<b>34,388,600</b>	<b>37,035,000</b>	<b>36,750,000</b>	<b>36,850,000</b>	<b>197,112,500</b>
Goods and Services	Kosovo Budget	619,035	2,606,103	3,856,687	4,743,848	5,645,614	6,304,394	23,775,681
	Donations and financial assistance	449,380	1,608,360	2,085,140	975,500	868,000	858,000	6,844,380
	Private sources	0	125,000	125,000	125,000	0	0	375,000
	Other sources	0	80,640	163,250	716,250	772,000	618,000	2,350,140
	<b>Total Goods and Services</b>	<b>1,068,415</b>	<b>4,420,103</b>	<b>6,230,077</b>	<b>6,560,598</b>	<b>7,285,614</b>	<b>7,780,394</b>	<b>33,345,201</b>
Wages and salaries	Kosovo Budget	138,340	933,176	1,804,256	2,879,456	3,654,656	4,429,856	13,839,740
	Donations and financial assistance	0	0	0	0	0	0	0
	Private sources	56,000	168,000	168,000	168,000	140,000	112,000	812,000
	Other sources	0	0	0	0	0	0	0
	<b>Total Wages and Salaries</b>	<b>194,340</b>	<b>1,101,176</b>	<b>1,972,256</b>	<b>3,047,456</b>	<b>3,794,656</b>	<b>4,541,856</b>	<b>14,651,740</b>
TOTAL	Kosovo Budget	13,306,775	18,062,079	22,039,543	25,398,304	27,140,270	29,314,250	135,261,221
	Donations and financial assistance	1,698,580	10,728,360	12,095,140	10,860,500	10,403,000	10,148,000	55,933,580
	Private sources	1,306,000	1,903,000	2,443,000	2,818,000	2,665,000	2,892,000	14,027,000
	Other sources	5,850,000	6,018,140	6,013,250	7,566,250	7,622,000	6,818,000	39,887,640
	<b>TOTAL</b>	<b>22,161,355</b>	<b>36,711,579</b>	<b>42,580,933</b>	<b>46,643,054</b>	<b>47,830,270</b>	<b>49,172,250</b>	<b>245,109,441</b>

## 6. BUDGET OF THE STRATEGY

The table shows that over 80 % of spending fall under category of capital investment for implementation of Strategy for period 2007-2012. Out of these, 99.4% are direct investments in school infrastructure. This is seen as a logical investment, since, at the moment, Kosovar school have only 2.5 m<sup>2</sup>/student, which is enough only to meet half of the optimum needs for school space, whereas 30% of school space is in urgent need for renovation during the coming period of five years.

This spending category is expected to be covered by the Kosovo Budget with 49.54% (97,645,800 EUR) of the needed funds; the expected donor contribution for this purpose is 24.90% (49,089,200 EUR), whereas 19.04% (or 37,537,500 EUR) are foreseen to be provided from municipal revenues. Contributions at the level of 12,840,000 EUR (or 6.51 %) are also expected from private sources. Part of spending coming from the Kosovo budget for school infrastructure in the near future is expected to come from loans from international financial institutions. Parallel to the gradual increase of participation for this purpose from national and municipal budgets, a rapid increase in donations and financial aid for capital investment is expected provided that Kosovo is given access to international financial institutions.

Category of goods and services presents 13.60% of the budget needed for the implementation of the Strategy. Participation of the Kosovo budget in covering spending in this category is 23,775,681 EUR (71.30%), whereas donors and partners offering technical assistance would be contributing with 6,844,380 EUR (20.53%); finally, municipal budgets would participate with 2,350,140 EUR (7.05%). Another important aspect of this budget is that the donors' contribution will fall parallel with the increase of local participation in funding. Thus from the 42.06 % in 2007, donors' contribution will decrease to 11.03 % of funds needed for year 2012.

Category of salaries and per-diems (presenting 5.98 % of the total Strategy cost) is forecasted to be covered fully from local sources. Expenses from this category mainly cover the costs of teachers' grading, and providing funding for maintaining newly constructed school infrastructure.

Tables 3-9 offer a picture of forecasted spending for accomplishing specific strategy objectives for period 2007-2012. These tables also present data on sources of funding on an annual basis.

## 6. BUDGET OF THE STRATEGY

**Table 3.** Quality and efficient governance, leadership and management in the system of education (strategic objective 1)

No.	Description	2007	2008	2009	2010	2011	2012	Total
Capital Investments	Kosovo Budget	37,200	0	0	0	0	0	37,200
	Donations and financial assistance	0	0	350,000	350,000	0	0	700,000
	Private sources	0	0	0	0	0	0	0
	Other sources	0	87,500	0	0	0	0	87,500
	<b>Total Capital Investments</b>	<b>37,200</b>	<b>87,500</b>	<b>350,000</b>	<b>350,000</b>	<b>0</b>	<b>0</b>	<b>824,700</b>
Goods and Services	Kosovo Budget	72,633	320,117	231,397	238,907	203,407	203,407	1,269,868
	Donations and financial assistance	0	0	0	0	0	0	0
	Private sources	0	0	0	0	0	0	0
	Other sources	0	0	13,250	83,250	154,000	0	250,500
	<b>Total Goods and Services</b>	<b>72,633</b>	<b>320,117</b>	<b>244,647</b>	<b>322,157</b>	<b>357,407</b>	<b>203,407</b>	<b>1,520,368</b>
Wages and salaries	Kosovo Budget	8,400	20,160	25,200	25,200	25,200	25,200	129,360
	Donations and financial assistance	0	0	0	0	0	0	0
	Private sources	0	0	0	0	0	0	0
	Other sources	0	0	0	0	0	0	0
	<b>Total Wages and Salaries</b>	<b>8,400</b>	<b>20,160</b>	<b>25,200</b>	<b>25,200</b>	<b>25,200</b>	<b>25,200</b>	<b>129,360</b>
TOTAL	Kosovo Budget	118,233	340,277	256,597	264,107	228,607	228,607	1,436,428
	Donations and financial assistance	0	0	350,000	350,000	0	0	700,000
	Private sources	0	0	0	0	0	0	0
	Other sources	0	87,500	13,250	83,250	154,000	0	338,000
	<b>TOTAL</b>	<b>118,233</b>	<b>427,777</b>	<b>619,847</b>	<b>697,357</b>	<b>382,607</b>	<b>228,607</b>	<b>2,474,428</b>

**Table 4.** A functional system for quality assurance in learning based in standards comparable to those in developed countries (strategic objective 2)

No.	Description	2007	2008	2009	2010	2011	2012	Total
Capital Investments	Kosovo Budget	0	3,000	38,600	0	0	0	41,600
	Donations and financial assistance	49,200	0	0	0	0	0	49,200
	Private sources	0	0	0	0	0	0	0
	Other sources	0	0	0	0	0	0	0
	<b>Total Capital Investments</b>	<b>49,200</b>	<b>3,000</b>	<b>38,600</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>90,800</b>
Goods and Services	Kosovo Budget	111,912	353,872	1,013,110	1,008,837	940,567	783,027	4,210,925
	Donations and financial assistance	147,560	73,640	73,640	0	0	0	294,840
	Private sources	0	0	0	0	0	0	0
	Other sources	0	80,640	0	15,000	0	0	95,640
	<b>Total Goods and Services</b>	<b>259,472</b>	<b>507,952</b>	<b>1,086,750</b>	<b>1,023,637</b>	<b>940,567</b>	<b>783,027</b>	<b>4,601,405</b>
Wages and salaries	Kosovo Budget	80,720	112,740	170,220	458,220	458,220	458,220	1,738,340
	Donations and financial assistance	0	0	0	0	0	0	0
	Private sources	0	0	0	0	0	0	0
	Other sources	0	0	0	0	0	0	0
	<b>Total Wages and Salaries</b>	<b>80,720</b>	<b>112,740</b>	<b>170,220</b>	<b>458,220</b>	<b>458,220</b>	<b>458,220</b>	<b>1,738,340</b>
TOTAL	Kosovo Budget	192,632	469,412	1,221,930	1,466,857	1,398,787	1,241,247	5,990,865
	Donations and financial assistance	196,760	73,640	73,640	0	0	0	344,040
	Private sources	0	0	0	0	0	0	0
	Other sources	0	80,640	0	15,000	0	0	95,640
	<b>TOTAL</b>	<b>389,392</b>	<b>623,692</b>	<b>1,295,570</b>	<b>1,481,857</b>	<b>1,398,787</b>	<b>1,241,247</b>	<b>6,430,545</b>

## 6. BUDGET OF THE STRATEGY

**Table 5.** Inclusion, equality and respect of diversity in education (strategic objective 3)

No.	Description	2007	2008	2009	2010	2011	2012	Total
Capital Investments	Kosovo Budget	0	35,000	38,000	35,000	0	0	108,000
	Donations and financial assistance	0	0	0	0	0	0	0
	Private sources	0	0	0	0	0	0	0
	Other sources	0	0	0	0	0	0	0
	<b>Total Capital Investments</b>	<b>0</b>	<b>35,000</b>	<b>38,000</b>	<b>35,000</b>	<b>0</b>	<b>0</b>	<b>108,000</b>
Goods and Services	Kosovo Budget	187,870	224,670	226,760	194,760	194,760	194,760	1,223,580
	Donations and financial assistance	253,820	581,720	493,500	457,500	455,000	455,000	2,696,540
	Private sources	0	125,000	125,000	125,000	0	0	375,000
	Other sources	0	0	0	0	0	0	0
	<b>Total Goods and Services</b>	<b>441,690</b>	<b>931,390</b>	<b>845,260</b>	<b>777,260</b>	<b>649,760</b>	<b>649,760</b>	<b>4,295,120</b>
Wages and salaries	Kosovo Budget	0	0	8,160	8,160	8,160	8,160	32,640
	Donations and financial assistance	0	0	0	0	0	0	0
	Private sources	0	0	0	0	0	0	0
	Other sources	0	0	0	0	0	0	0
	<b>Total Wages and Salaries</b>	<b>0</b>	<b>0</b>	<b>8,160</b>	<b>8,160</b>	<b>8,160</b>	<b>8,160</b>	<b>32,640</b>
TOTAL	Kosovo Budget	187,870	259,670	272,920	237,920	202,920	202,920	1,364,220
	Donations and financial assistance	253,820	581,720	493,500	457,500	455,000	455,000	2,696,540
	Private sources	0	125,000	125,000	125,000	0	0	375,000
	Other sources	0	0	0	0	0	0	0
	<b>TOTAL</b>	<b>441,690</b>	<b>966,390</b>	<b>891,420</b>	<b>820,420</b>	<b>657,920</b>	<b>657,920</b>	<b>4,435,760</b>

**Table 6.** In-service and pre-service teacher training and professional development (strategic objective 4)

No.	Description	2007	2008	2009	2010	2011	2012	Total
Capital Investments	Kosovo Budget	12,200	64,800	59,000	0	0	0	136,000
	Donations and financial assistance	0	0	0	0	0	0	0
	Private sources	0	0	0	0	0	0	0
	Other sources	0	0	0	0	0	0	0
	<b>Total Capital Investments</b>	<b>12,200</b>	<b>64,800</b>	<b>59,000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>136,000</b>
Goods and Services	Kosovo Budget	79,628	672,204	652,940	578,284	581,120	574,940	3,139,116
	Donations and financial assistance	3,000	303,000	303,000	303,000	303,000	303,000	1,518,000
	Private sources	0	0	0	0	0	0	0
	Other sources	0	0	0	0	0	0	0
	<b>Total Goods and Services</b>	<b>82,628</b>	<b>975,204</b>	<b>955,940</b>	<b>881,284</b>	<b>884,120</b>	<b>877,940</b>	<b>4,657,116</b>
Wages and salaries	Kosovo Budget	49,220	627,476	1,160,516	1,688,516	2,204,516	2,720,516	8,450,760
	Donations and financial assistance	0	0	0	0	0	0	0
	Private sources	56,000	168,000	168,000	168,000	140,000	112,000	812,000
	Other sources	0	0	0	0	0	0	0
	<b>Total Wages and Salaries</b>	<b>105,220</b>	<b>795,476</b>	<b>1,328,516</b>	<b>1,856,516</b>	<b>2,344,516</b>	<b>2,832,516</b>	<b>9,262,760</b>
TOTAL	Kosovo Budget	141,048	1,364,480	1,872,456	2,266,800	2,785,636	3,295,456	11,725,876
	Donations and financial assistance	3,000	303,000	303,000	303,000	303,000	303,000	1,518,000
	Private sources	56,000	168,000	168,000	168,000	140,000	112,000	812,000
	Other sources	0	0	0	0	0	0	0
	<b>TOTAL</b>	<b>200,048</b>	<b>1,835,480</b>	<b>2,343,456</b>	<b>2,737,800</b>	<b>3,228,636</b>	<b>3,710,456</b>	<b>14,055,876</b>

## 6. BUDGET OF THE STRATEGY

**Table 7.** An adequate and healthy physical environment for teaching and learning (strategic objective 5)

No.	Description	2007	2008	2009	2010	2011	2012	Total
Capital Investment \$	Kosovo Budget	12,500,000	14,420,000	16,240,000	17,740,000	17,840,000	18,580,000	97,320,000
	Donations and financial assistance	1,200,000	9,120,000	9,660,000	9,535,000	9,535,000	9,290,000	48,340,000
	Private sources	1,250,000	1,610,000	2,150,000	2,525,000	2,525,000	2,780,000	12,840,000
	Other sources	5,850,000	5,850,000	5,850,000	6,850,000	6,850,000	6,200,000	37,450,000
	<b>Total Capital Investments</b>	<b>20,800,000</b>	<b>31,000,000</b>	<b>33,900,000</b>	<b>36,650,000</b>	<b>36,750,000</b>	<b>36,850,000</b>	<b>195,950,000</b>
Goods and Services	Kosovo Budget	50,096	950,440	1,508,220	2,382,000	3,304,500	4,167,000	12,380,256
	Donations and financial assistance	0	520,000	1,085,000	100,000	0	0	1,705,000
	Private sources	0	0	0	0	0	0	0
	Other sources	0	0	0	468,000	468,000	468,000	1,404,000
	<b>Total Goods and Services</b>	<b>50,096</b>	<b>1,470,440</b>	<b>2,591,220</b>	<b>2,950,000</b>	<b>3,772,500</b>	<b>4,635,000</b>	<b>15,469,256</b>
Wages and salaries	Kosovo Budget	0	172,800	432,000	691,200	950,400	1,209,600	3,456,000
	Donations and financial assistance	0	0	0	0	0	0	0
	Private sources	0	0	0	0	0	0	0
	Other sources	0	0	0	0	0	0	0
	<b>Total Wages and Salaries</b>	<b>0</b>	<b>172,800</b>	<b>432,000</b>	<b>691,200</b>	<b>950,400</b>	<b>1,209,600</b>	<b>3,456,000</b>
TOTAL	Kosovo Budget	12,550,096	15,543,240	18,178,220	20,813,200	22,094,900	23,956,600	113,136,256
	Donations and financial assistance	1,200,000	9,640,000	10,745,000	9,635,000	9,535,000	9,290,000	50,045,000
	Private sources	1,250,000	1,610,000	2,150,000	2,525,000	2,525,000	2,780,000	12,840,000
	Other sources	5,850,000	5,850,000	5,850,000	7,318,000	7,318,000	6,668,000	38,854,000
	<b>TOTAL</b>	<b>20,850,096</b>	<b>32,643,240</b>	<b>36,923,220</b>	<b>40,291,200</b>	<b>41,472,900</b>	<b>42,694,600</b>	<b>214,875,256</b>

**Table 8.** Sustainable linking of education with global social and economic developments (strategic objective 6)

No.	Description	2007	2008	2009	2010	2011	2012	Total
Capital Investment \$	Kosovo Budget	0	0	3,000	0	0	0	3,000
	Donations and financial assistance	0	0	0	0	0	0	0
	Private sources	0	0	0	0	0	0	0
	Other sources	0	0	0	0	0	0	0
	<b>Total Capital Investments</b>	<b>0</b>	<b>0</b>	<b>3,000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3,000</b>
Goods and Services	Kosovo Budget	45,000	85,000	226,260	341,260	421,260	381,260	1,500,040
	Donations and financial assistance	45,000	130,000	130,000	115,000	110,000	100,000	630,000
	Private sources	0	0	0	0	0	0	0
	Other sources	0	0	150,000	150,000	150,000	150,000	600,000
	<b>Total Goods and Services</b>	<b>90,000</b>	<b>215,000</b>	<b>506,260</b>	<b>606,260</b>	<b>681,260</b>	<b>631,260</b>	<b>2,730,040</b>
Wages and salaries	Kosovo Budget	0	0	8,160	8,160	8,160	8,160	32,640
	Donations and financial assistance	0	0	0	0	0	0	0
	Private sources	0	0	0	0	0	0	0
	Other sources	0	0	0	0	0	0	0
	<b>Total Wages and Salaries</b>	<b>0</b>	<b>0</b>	<b>8,160</b>	<b>8,160</b>	<b>8,160</b>	<b>8,160</b>	<b>32,640</b>
TOTAL	Kosovo Budget	45,000	85,000	237,420	349,420	429,420	389,420	1,535,680
	Donations and financial assistance	45,000	130,000	130,000	115,000	110,000	100,000	630,000
	Private sources	0	0	0	0	0	0	0
	Other sources	0	0	150,000	150,000	150,000	150,000	600,000
	<b>TOTAL</b>	<b>90,000</b>	<b>215,000</b>	<b>517,420</b>	<b>614,420</b>	<b>689,420</b>	<b>639,420</b>	<b>2,765,680</b>

## 6. BUDGET OF THE STRATEGY

**Table 9.** Improvement of the material position of education (strategic objective 7)

No.	Description	2007	2008	2009	2010	2011	2012	Total
Capital Investments	Kosovo Budget	0	0	0	0	0	0	0
	Donations and financial assistance	0	0	0	0	0	0	0
	Private sources	0	0	0	0	0	0	0
	Other sources	0	0	0	0	0	0	0
	<b>Total Capital Investments</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Goods and Services	Kosovo Budget	71,896	0	0	0	0	0	71,896
	Donations and financial assistance	0	0	0	0	0	0	0
	Private sources	0	0	0	0	0	0	0
	Other sources	0	0	0	0	0	0	0
	<b>Total Goods and Services</b>	<b>71,896</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>71,896</b>
Wages and salaries	Kosovo Budget	0	0	0	0	0	0	0
	Donations and financial assistance	0	0	0	0	0	0	0
	Private sources	0	0	0	0	0	0	0
	Other sources	0	0	0	0	0	0	0
	<b>Total Wages and Salaries</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
TOTAL	Kosovo Budget	71,896	0	0	0	0	0	71,896
	Donations and financial assistance	0	0	0	0	0	0	0
	Private sources	0	0	0	0	0	0	0
	Other sources	0	0	0	0	0	0	0
	<b>TOTAL</b>	<b>71,896</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>71,896</b>

### 6.4. A forecast of spending for pre-university education 2007-2012

In the process of planning the Kosovo Budget for 200\$, the Ministry of Economy and Finance (MEF) also made a forecast of the budget for pre-university education for years 2008 and 2009. Since in this Strategy deals with period 2007-2012, the forecast for year 2009 is taken as a reference for years 2010-2012. Table 10 presents forecasts of MEF and Strategy for Pre-University Education according to spending categories, as well as calculations for additional funds needed for the implementation of this strategy from the Kosovo Consolidated Budget and from municipal own generated income. In totals have been given also public spending for pre-university education for period 2007-2012.

## BUDGET OF THE STRATEGY

**Table 10.** Spending for pre-university education 2007-2012 according to spending categories

Projection of Expenditures for PUE	2007	2008	2009	2010	2011	2012
<b>(1) Projection of Expenditures from KCB for Pre-University Education 2007-2017 (MEF)</b>						
Capital Expenditures	16,451,245	13,023,415	13,519,530	13,519,530	13,519,530	13,519,530
Goods and Services	12,810,085	13,171,872	13,171,872	13,171,872	13,171,872	13,171,872
Wages	69,763,480	69,887,991	70,003,267	70,003,267	70,003,267	70,003,267
<b>Subtotal (1)</b>	<b>99,024,810</b>	<b>96,083,278</b>	<b>96,694,669</b>	<b>96,694,669</b>	<b>96,694,669</b>	<b>96,694,669</b>
<b>(2) Projection of additional funds from KCB for the Strategy Implementation - see Table 2</b>						
Capital Expenditures		14,522,800	16,378,600	17,775,000	17,840,000	18,580,000
Goods and Services	619,035	2,606,103	3,856,687	4,743,848	5,645,614	6,304,394
Wages	138,340	933,176	1,804,256	2,879,457	3,654,656	4,429,856
<b>Subtotal (2)</b>	<b>757,375</b>	<b>18,062,079</b>	<b>22,039,543</b>	<b>25,398,305</b>	<b>27,140,270</b>	<b>29,314,250</b>
<b>(3) Projection of total expenditures from the KCB for the pre-university education = (1)+(2)</b>						
Capital Expenditures	16,451,245	27,546,215	29,898,130	31,294,530	31,359,530	32,099,530
Goods and Services	13,429,120	15,777,975	17,028,559	17,915,720	18,817,486	19,476,266
Wages	69,901,820	70,821,167	71,807,523	72,882,724	73,657,923	74,433,123
<b>Subtotal (3) = (1) + (2)</b>	<b>99,782,185</b>	<b>114,145,357</b>	<b>118,734,212</b>	<b>122,092,974</b>	<b>123,834,939</b>	<b>126,008,919</b>
<b>(4) Projection of additional funds from own source revenues of municipalities for the strategy implementation - see Table 2</b>						
<b>Subtotal (4)</b>	<b>5,850,000</b>	<b>6,018,140</b>	<b>6,013,250</b>	<b>7,566,250</b>	<b>7,622,000</b>	<b>6,818,000</b>
<b>Total public expenditures for pre-university education (3)+(4)</b>	<b>105,632,185</b>	<b>120,163,497</b>	<b>124,747,462</b>	<b>129,659,224</b>	<b>131,456,939</b>	<b>132,826,919</b>

*Explanation:*

- (1) Three spending categories of the MFE: goods and services, communal services, and subsidies are consolidated into a single line – goods and services.
- (2) Capital investment needed for 2007 in the amount of 12,549,400 EUR have been planned in the Kosovo budget for 2007.

For the purpose of comparison with other countries, public investment in higher education has been added to respective total amounts in Table 10; this also helped in presenting the education budget for 2007 and in calculating growth rates for the coming years in pre-university education

**Table 11.** Public investment for all levels of education in Kosovo for years 2007-2012

Level	2007	2008	2009	2010	2011	2012
Pre-university Education	105.632.185	120.163.497	124.747.462	129.659.223	131.456.939	132.826.919
High Education	17.000.000	19.338.608	20.076.332	20.866.811	21.156.127	21.376.606
<b>Total</b>	<b>122.632.185</b>	<b>139.502.105</b>	<b>144.823.764</b>	<b>150.526.034</b>	<b>152.613.066</b>	<b>154.203.525</b>

## 6. BUDGET OF THE STRATEGY

Strategic and Development Plan of Kosovo (SDPK)<sup>6</sup> foresees two macroeconomic scenarios for the period 2007-2013:

- The basic scenario which elaborates on economic development based on trends from recent years,
- Reforming scenario that identifies restrictions which need to be overcome in the long term in order to allow for an accelerated and sustainable economic development.

This document further foresees the increase of the Gross Domestic Product (GDP) according to both these scenarios as presented in Table 12.

**Table 12.** GDP according to projections of the SDPK (in million EUR)<sup>7</sup>

Scenario	2007	2008	2009	2010	2011	2012
<b>Basic</b>	2,365	2,407	2,445	2,517	2,555	2,606
<b>Reforming</b>	2,365	2,427	2,518	2,695	2,837	2,977

By comparing tables 11 and 12 we can establish public spending for education in Kosovo as a percentage of GDP (see table 13).

**Table 13.** Public spending in education as a percentage of GDP for years 2007 – 2012

Scenario	2007	2008	2009	2010	2011	2012	Means
<b>Basic</b>	5.19%	5.80%	5.92%	5.98%	5.97%	5.92%	<b>5.80%</b>
<b>Reforming</b>	5.19%	5.75%	5.75%	5.59%	5.38%	5.18%	<b>5.47%</b>

Based on data made available by the European Commission in 2001, EU member countries spent 5.1 % of their public funds in education. This percentage remains relatively stable throughout the period of 1995 – 2001 and closely followed on the increase of economic development indexes of member countries<sup>8</sup>.

With an average investment of 5.80% of public funds in education (from the basic sce-

<sup>6</sup> Kosovo Development Strategy, Draft 1+1, Dec 20, 2006

<sup>7</sup> Ibid

<sup>8</sup> Key Data on Education in Europe 2005, European Commission, p. 161

## 6. BUDGET OF THE STRATEGY

nario), Kosovo would compare with public spending in education in countries like France, Lithuania, Poland, and Austria, but far behind Nordic countries (Sweden – 7.3%, Finland - 6.2%, Norway – 7%, and Denmark – 8.5%). However, when we consider that Kosovo has comparatively the lowest GDP in Europe, the highest percentage of young population, and a high level of poverty, this percentage of public spending in education may result to be insufficient to support a sustainable process of human development. Apart from these, we need to keep in mind that public funds in Kosovo do not provide for some aspects of education normally covered by governments in EU countries.

The two scenarios make evident that year 2008 is the breaking point, in which a long term investment would need to start for the development of education; this makes it paramount to have the key policy decisions made during 2007.

The following table gives a picture of public expenditure for pre-university education as a percentage of GDP. This is a relevant indicator for the Strategy of Pre-University Education since it makes it possible to make comparisons with other countries in the world.

**Table 14.** A projection of public expenditure for pre-university education as a percentage of the GDP according to years

Scenario	2007	2008	2009	2010	2011	2012	Average
<b>Basic</b>	4.22%	4.74%	4.86%	4.85%	4.85%	4.84%	<b>4.73%</b>
<b>Reforming</b>	4.22%	4.70%	4.72%	4.53%	4.36%	4.23%	<b>4.46%</b>

Based on data of the European Commission<sup>9</sup> we learn that in 2001 EU countries for pre-university education alone spent 4% of their GDP, including the pre-school education. The percentage of public expenditure in pre-university education varies from one country to another. Whereas Denmark spends 5.8 % of its GDP for its pre-university education, other countries like Belgium, Lithuania, and Poland spend around 4 % (similar to Kosovo), which is again well beyond expenditures expressed in percent GDP for new EU members, such as Bulgaria with 3% and Romania with 2.6%.

Even though it is difficult to accurately break down expenditures for different levels of

<sup>9</sup>Key Data on Education in Europe 2005, European Commission, p. 167

## 6. BUDGET OF THE STRATEGY

education, one can estimate that pre-university education (ISCED 0-4), spends between 34-63% of funds allocated for education.

Based on demographic trends used in the National Strategic and Development Plan for Kosovo, there will be around 2,250,000 inhabitants living in Kosovo in 2012 (with an annual population increase of 1.8 %), whereas education statistics foresee over 400,000 pupils and students for the pre-university education alone (ISCED 1-4). The following table gives a projection of average public expenditures per student capita expressed in EUR and as a percentage of GDP per capita of inhabitants.

**Table 15.** Average public expenditures per student capita in primary and upper secondary education

Year	2007	2008	2009	2010	2011	2012	Average
<b>Amount (EUR)</b>	264.08	300.41	311.87	324.15	328.64	332.07	<b>310.20</b>
<b>% of GDP Basic scenario</b>	23.09%	26.24%	27.28%	28.01%	28.45%	28.66%	<b>26.96%</b>
<b>% of GDP Reforming scenario</b>	23.09%	26.03%	26.49%	26.16%	25.62%	25.09%	<b>25.41%</b>

These estimates of expenditures per student capita as a percentage of GDP for year 2007 would be close to the EU level - 23%<sup>10</sup>, with a growing trend in the year to come. However, this increase in percentage is not reflected in a significant increase of the total amount of public funds spent per student, which calculated to be at 310 EUR per student.

<sup>10</sup> Key Data on Education in Europe 2005, European Commission, p. 173

## ANNEX 1

### LIST OF PERSONS WHO CONTRIBUTED TO DEVELOPMENT OF THIS STRATEGY

1. Agim Veliu, minister, MEST
2. Fevzi Berisha, deputy minister, MEST, Chair of CEPE
3. Dëfrim Gashi, advisor to minister, MEST
4. Dragisha Miriq, advisor to minister, MEST
5. Avdullah Hoti, advisor to minister, MEST
6. Fehmi Ismaili, permanent secretary, MEST
7. Bardhyl Musai, international advisor, MEST
8. Nimon Alimusa, member of assembly, Assembly of Kosovo
9. Arbër Salihu, MEST, member of CEPE
10. Halim Hyseni, KEC, member of CEPE
11. Lema Kabashi, Faculty of Education, member of CEPE
12. Luan Shllaku, KFOS, member of CEPE
13. Osman Buleshkaj, KEDP, member of CEPE
14. Zenun Kuliq, member of CEPE
15. Achsel Sachs, GTZ
16. Afërdita Spahiu, UNICEF
17. Agim Berdyna, head of education department, MEST
18. Alush Istogu, MED - Drenas
19. Anton Gojani, OSCE
20. Arianit Loxha, free-lance expert
21. Azem Azemi, MEST
22. Berta Hamza, GTZ
23. Besim Sejffijaj, MEST
24. David Handley, KOSVET
25. Demë Hoti, Faculty of Education
26. Drita Haxhaj, MEST
27. Drita Kadriu, KEC
28. Dukagjin Pupovci, KEC
29. Eda Vula, Faculty of Education
30. Enesa Kadic, MEST
31. Fadile Dyla, MEST
32. Fehmi Zylfiu, MEST
33. Fetah Bylykbashi, MEST
34. Fetah Kasumi, MEST
35. Hasan Hoti, MED-Prizren
36. Isuf Gashi, MEST

37. Jehona Namani, MLSW
38. Jonuz Salihaj, KEC
39. Lulavere Kadriu, MEST
40. Mevlude Shamolli, MEF
41. Milaim Elshani, MEST
42. Munish Hyseni, principal of “Meto Bajraktari” primary school, Prishtinë
43. Musa Shala, MEST
44. Naxhije Shala, MEST
45. Nazan Safqi, MEST
46. Nehar Shishko, MEST
47. Nexhip Menekshe, “Durmish Arslano” association, Prizren
48. Nexhmi Rudari, MEST
49. Nora Tafarshiku, KEC
50. Nyvit Drançolli, KEC
51. Pal Bala, “Loyola” Gymnasium, Prizren
52. Peter Porten, Swisscontact
53. Radica Berishaj, MEST
54. Ragip Zekolli, MEST
55. Ramush Lekaj, MEST
56. Remzi Salihu, MEST
57. Rrahim Bublaku, MEST
58. Rustem Buzhala, MED-Prishtinë
59. Sanije Dabiqaj, MEST
60. Sherif Dobra, MEST
61. Shkumbin Saneja, MEF
62. Shpejtim Bulliqi, MED-Podujevë
63. Vedat Bajrami, MEST
64. Veton Sylhasi, KEC
65. Vlera Kastrati, KOSVET
66. Xhafer Xhaferi, SBASHK (Teachers’ Unions)
67. Xhavit Rexhaj, Faculty of Education
68. Xhelal Derguti, GTZ
69. Zef Osmani, MEST
70. Bekim Toçani, communication, MEST
71. Ismet Osdautaj, information, MEST
72. Mimoza Hasani, information, MEST
73. Mimoza Jashari, secretariat, MEST
74. Petrit Tahiri, logistics, KEC



INSTITUCIONET E PËRKOHSHME TË VETËQEVERISJES  
PRIVREMENE INSTITUCIJE SAMOUPRAVLJANJA  
PROVISIONAL INSTITUTIONS OF SELF-GOVERNMENT

QEVERIA E KOSOVËS  
GOVERNMENT OF KOSOVO  
VLADA KOSOVA

Numër: 02/247  
Datë: 25.04.07

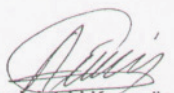
Në mbështetje të nenit 9.3.16. të Rregullores së UNMIK-ut nr. 2001/9, mbi Kornizën Kushtetuese për Vetëqeverisje të Përkohshme në Kosovë dhe të nenit 1 të Rregullores së UNMIK-ut nr. 2001/19, mbi Degën e Ekzekutivit të Institucioneve të Përkohshme të Vetëqeverisjes në Kosovë, si dhe të nenit 4, pika 3 të Rregullores së Punës të Qeverisë së Kosovës, Qeveria e Kosovës, në mbledhjen e mbajtur më 25 prill 2007, mori

### V E N D I M

1. Miratohet Strategjia për Zhvillimin e Arsimit Parauniversitar në Kosovë 2007-2017.
2. Ngarkohet Ministria e Arsimit, Shkencës dhe Teknologjisë për zbatimin e këtij vendimi.
3. Vendimi hyn në fuqi në ditën e nënshkrimit.

Iu dërgohet:

- të gjitha ministrave (ministrave)
- Sekretarit të Përhershëm të ZKM-ës
- Arkivit të Qeverisë

  
Kryeministri i Kosovës  
Agim ÇEKU



