

# EVALUATION REPORT

## KOSOVO EDUCATION STRATEGIC PLAN 2011-2016

An evaluation of the implementation of Kosovo Education Strategic Plan 2011-2016 and of programs of preschool education, pre-university education, vocational education, higher education, adults education, teachers' professional development, information and communication technology

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## Abbreviations

<b>AAETVE</b>	Agency for Adult Education and Training and Vocational Education
<b>AET</b>	Adult Education and Training
<b>AELLL</b>	Adult Education and Life Long Learning
<b>AI</b>	Administrative Instruction
<b>BEP</b>	Basic Education Programme
<b>CC</b>	Centers of Competence
<b>CE</b>	Centers of Excellence
<b>DIEKP</b>	Department for European Integration and Policy Coordination
<b>ECDL</b>	European Computer Driving Licence
<b>ECDS</b>	Early Childhood Development Standards
<b>EFA</b>	Education for All
<b>EMIS</b>	Education Management Information System
<b>ENQA</b>	European Network of Quality Assurance Agencies
<b>EQF</b>	European Qualifications Framework
<b>ETF</b>	European Training Foundation
<b>EU</b>	European Union
<b>EU SEE 2020</b>	South-East Europe 2020 Strategy
<b>GDP</b>	Gross Domestic Product
<b>GER</b>	Gross Enrolment Ratio
<b>IAAP</b>	Institutions for Vocational Education and Training
<b>ICT</b>	Information and Communication Technology
<b>IHE</b>	Institutions of Higher Education
<b>IPA</b>	Instrument for Preaccession
<b>ISCED</b>	International Standards for the Classification of Education
<b>KAA</b>	Kosovo Accreditation Agency
<b>KACES</b>	Kosovo Authority for Curricula, Evaluation and Standards
<b>KAS</b>	Kosovo Statistical Agency
<b>KCF</b>	Kosovo Curriculum Framework
<b>KEA</b>	Kosovo Employment Agency
<b>KEC</b>	Kosovo Education Centre
<b>KESP</b>	Kosovo Education Strategic Plan 2011 -2016
<b>KOCH</b>	Kosovo Economic Chamber
<b>KQA</b>	Kosovo Qualification Authority
<b>KQF</b>	Kosovo Qualifications Framework
<b>LPUE</b>	Law on Preuniversity Education
<b>MCYS</b>	Ministry of Culture, Youth and Sports
<b>MED</b>	Municipal Education Directorates
<b>MEST</b>	Ministry of Education, Science and Technology
<b>MF</b>	Ministry of Finance
<b>MLSW</b>	Ministry of Labour and Social Welfare

<b>MTEF</b>	Medium Term Expenditure Framework
<b>MTI</b>	Ministry of Trade and Industry
<b>NCTL</b>	National Council for Teacher Licensing
<b>NEET</b>	Not in Education, Employment and Training
<b>NSC</b>	National Science Council
<b>OAG</b>	Office of Auditor General
<b>OECD</b>	Organisation for Economic Cooperation and Development
<b>PISA</b>	Programme for International Student Assessment
<b>PSE</b>	Preschool Education
<b>PUE</b>	Preuniversity Education
<b>SME</b>	Small and Medium Enterprises
<b>SNE</b>	Special Needs Education
<b>SWAP</b>	Sector Wide Approach
<b>TPD</b>	Teacher Professional Development
<b>TRQ</b>	Teacher Requalification
<b>VET</b>	Vocational Education and Training
<b>WOS</b>	Web of Science

## Preface

The evaluation of Kosovo Education Strategic Plan (2011-2016) is an instrument of the education and planning cycle. This periodic evaluation is based on annual review instrument – Joint Annual Review process. The purpose of the process is to review the progress made in the implementation of education objectives and to provide a baseline report for the next planning cycle in the sector. The findings and conclusions provided within the general and thematic assessments shall contribute to the KESP 2017-2021 drafting process. The statistical baselines and qualitative assessments could be used by policy-makers to review the relevance of initial targets, highlight capacity constraints in the sector and course correction.

There is an increased awareness and demand for the evaluation process and system among policy-makers, students, teachers and parents. Based on the best practices in advanced education systems, the evaluation system incorporates sector-wide assessments, external student evaluation, teacher evaluation and school evaluations. The outcomes from every aspect of evaluation are being increasingly used to determine the education system progress level, as inputs into the policy-making process and as baseline for future planning and course correction.

There are several factors that have influenced MEST in the evaluation process. Firstly, there is an increasing demand for effectiveness, equal access and quality in education as pre-conditions to overcome social and economic challenges. Secondly, the decentralisation and devolution of competencies in the education policy implementation and an increased role for local governments, have made the evaluation system and process as necessary instrument to strengthen accountability of all stakeholders involved. Thirdly, the education sector is part of strategic plans at national, regional and international strategies. Benchmarking of education sector to standardized EU (Eurostat), UN (UNESCO) and OECD indicators and targets are an important component of decision-making for future development assistance. The relation of national education indicators with international education indicators is a common practice of contemporary education system and their comparison becomes a driving force for reforming system practises.

The evaluation process is a challenging task and is conditioned by several other developments. KESP 2011-2016 is the first education system comprehensive plan in Kosovo and the assessment component is not adequately integrated within the objectives framework. The initial plan does not contain a coherent framework for performance assessment and this can be explained by the lack of accurate statistical data on the number of population, number of pupils in system, etc. Secondly, a comprehensive system evaluation requires capacities and resources – both in limited in Kosovo. Furthermore, during the course of KESP implementation there have been a number of unforeseen initiatives and developments that were not included in the initial plan. The practise of external evaluation should be based on a comprehensive methodology covering both external assessment of education system and external assessment of pupils, teachers and schools. Lastly, external evaluations are relevant only in an education context that is student-centred and where the education sector is closely linked to social and economic development.

The assessment process is performed under the mandate of the Department for European Integration and Policy Coordination (DEIPC) and supported by the Technical Assistance to MEST Kosovo Project. The report represents an independent analysis of most relevant developments in the education sector. An important part of this assessment is the Joint Annual Reviews exercised between 2011-2014 and thematic analysis carried out within KESP sub-sector programs. The statistical data used in this report are mainly based on Education Management Information

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System (EMIS). Other sources and data for comparative purposes were obtained from periodic reports of Kosovo Agency of Statistics (KAS), Eurostat, OECD and UNESCO.

During the assessment process, the Evaluation Team discussed with numerous stakeholders: MEST officers, municipal education officials, agencies related to MEST, universities representatives, schools representatives, teachers, civil society organizations, scientific researchers and development partners. In order to have a boarder inclusion of stakeholders, the assessment team organized a series of thematic roundtables discussing pre-school education, pre-university education, vocational education, adult education, higher education and science, teachers' professional development and other related issues. In addition to roundtables, the team held discussions and interviewed numerous officials directly responsible for achievement of objectives. Finally, the assessment process is based also in general and thematic assessments carried out by other external institutions. The team also consulted several strategic, analyticpapers, external assessment and periodic reports related to the education system in Kosovo.

This report is structured in several sections. The first section provides an outline related to the national context and education system developments and trends 2011-2015 and future challenges. The second section analyzes the general framework of KESP 2011-2016 management and assessment and reviews main aspects of the assessment system and indicators. Sections 3-8 provide thematic analysis related to preschool education, vocational education, adult education, higher education and science, information and communication technology and teachers' professional development. The section 9 provides the analysis and financial course of KESP, whereas the last section lists the conclusions and recommendations.

## 1. Executive summary

**Some notable improvements have been observed in the policy-making process in pre-school education. However, the implementation cycle did not register any significant increase in pre-school enrolment levels.** The percentage of children (3-5 years) is still low both compared to KESP targets and international practices. As of 2015, only 18 percent of children aged 3-4 have been included in pre-school education. Some negligible variations in percentage more relate to demographic changes rather than to any sustained improvement effort – the number of children included in pre-school education has remained roughly the same (around 5800). The most notable progress was made in advancing the gross enrolment level of children aged 5 in pre-primary education where about 79 percent were registered in the last school year. The overall enrolment level of children aged 3-5 years is 29 percent and it includes both those in kindergarten and in pre-primary education. International practice highlights the importance of pre-school education in increasing pupil performance at the later learning stage. Future planning cycle should place greater emphasis on this sub-sector and aim at increasing enrolment in pre-primary education by an additional 5000 children and double the percentage of children in pre-school (0-4) programmes.

**Kosovo has achieved a high level of enrolment in pre-university education and is comparable to the European practices** – enrolment is not universal yet and there are still small numbers of social groups to be included in the system. **Pupil achievement in external examinations has increased modestly** but still remains as a key challenge of the education system. The mechanisms and practice of quality assurance and accountability remain undeveloped. The process of implementing the new curriculum is far from the deadline specified in planning. The sub-sector is being influenced by a decline in birth rates and lower numbers of pupils. This development may significant implications for school infrastructure and teacher number. Despite the progress achieved in the process of transferring the responsibilities from the central to local level, the process of transferring the financial responsibilities to schools has encountered some obstacles - lack of school capacities, lack of the school boards, and in some cases, the desire of municipalities to keep these responsibilities.

**Around half of pupils of upper secondary education choose one of vocational education profiles, however, the linkage of vocational education to the labour market remains a challenge that needs to be addressed**– while the orientation of upper secondary students towards vocational education profiles is similar to European trends, a more detailed analysis reveals a tendency for concentration towards law and business profiles. A systemic approach towards improving the market relevance of the profiles is still missing. The number of enterprises willing to cooperate with schools has increased significantly but the length of apprenticeships and percentage of students involved could be further improved. Quality assurance mechanisms still remain underdeveloped. The teacher-staff ratio has improved in recent years but the number of staff responsible for career orientation and quality management needs to be increased. A number of occupational standards have been developed over the course of five years but more efforts are need to complete the entire framework. The VET curriculum needs to be reviewed both for ensuring that they are compatible with labour market demands and promoting a module-based learning. Furthermore, the external accreditation of the VET schools has not commenced yet and remains a key priority for the future.

**The quality of teachers is a key factor in students' achievement. Some positive developments were noted in teacher re-qualification programmes but further progress is needed in ensuring that all teachers meet the minimum teaching normative** –During the recent years, the compensation for teachers has increased and created

preconditions for attracting qualified teachers and improve accountability. Teacher's salary is above the average national annual income per capita (145%), a practice which is comparable to advanced countries and it is above the regional average. So far, compensation schemes have been largely based on pre-service qualifications rather than on performance. Currently about 40% of teachers do not have adequate qualifications that are specified by the administrative instruction on the teaching normative. On the other hand, the teaching staff at pre-university level is relatively old (about 40% are over the age of 50 years) and this ranks Kosovo along the 7 European countries with oldest age of teachers. Pre-service training qualifications are still focused in academic content and less on pedagogical aspects. Teachers must complement their academic qualification with in-service training programs. A mentoring scheme for new teachers should be incorporated into the new planning cycle.

**Significant progress was achieved in ensuring that higher percentages of students enrol at higher education. The percentage of students attending third cycle programmes has increased to around 122,000 students. Kosovo ranks at the top of European countries for the number of students for 100,000 inhabitants. However, the percentage of students graduating remains low** - As a result of rapid expansion of the sub-sector, the expenditure rate per student decreased between 2011-2014. The rapid increase in the number of students posed challenges in quality management. Kosovo became member of ENQA in 2014, confirming that Kosovo implements the European Standard Guidelines in external quality assurance; however, there are still challenges in internal quality mechanisms. Public educational institutions in higher education implement different practices of financial management and this should be regulated within the framework of the new Law on Higher Education. The implementation of a standardized and unified financial management practice at all public institutions remains a challenge. Kosovo has made significant progress in implementing the practices of Bologna, but it still remains just an observer of the Working Group.

The educational offer is at times not market relevant and heavily oriented towards fields that may not necessarily respond to labour market signals. In addition to concerns about skills mismatch, the practice of scientific research is underdeveloped. Government spending on scientific research is low (0.1% GDP) compared with the legal commitment for allocation of 0.7% of annual government budget in scientific research and development.

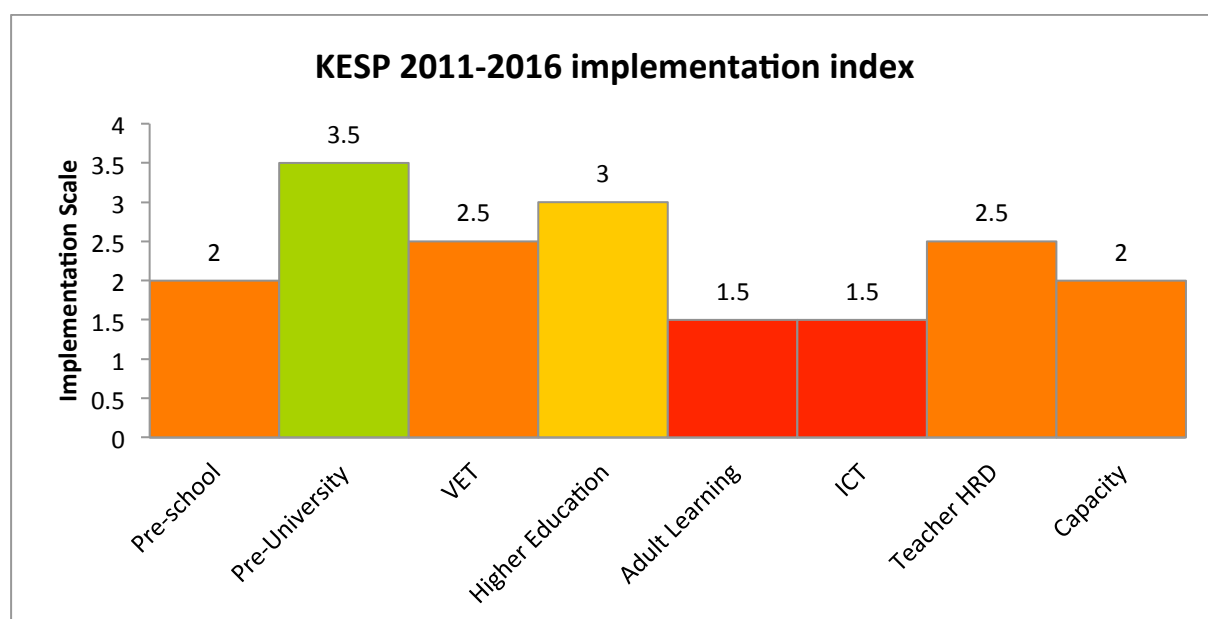
**One of the primary challenges in the education sector is participation in life-long learning, building a sustainable system for promotion of adult education and provision of funding for this priority** – there is no funding scheme and funding formula for adult education yet. Functioning and capacity building of the Agency for Vocational Education and Training and Adult Education (AVETA) as well as the Council of the Agency is a challenge and is a prerequisite for creating a more coherent approach to adult education and to gather all relevant stakeholders such as providers as well as researchers of adult education and training. It is also noted that there is no capacity of staff to address the needs of adult education. Implementation of the priorities of this sub-sector is mainly done within vocational education and it is implemented by non-governmental organizations and businesses. Coordination of stakeholders, public and private sector is below the required level. The capacity to monitor the developments and policy-making is limited as a result of the lack of financial resources.

**Education system have low access to information and communication technology (ICT) and the contemporary technology is not integrated appropriately in curriculum, teaching and education system management** – The implementation of the strategy for incorporation of information and communication technology did not progress as foreseen in the initial plan. Quality improvement at all levels is conditioned by the ability of teachers and pupils to acquire modern teaching tools and technology. A number of donor

supported projects for providing schools with computers and internet connection have been implemented. However, the computer-pupil ratio in Kosovo is 1: 46 and much lower compared to EU average where 3-7 pupils use a computer (EC, 2013). The integration of ICT in learning and teaching remains an important priority that needs to be addressed in the next planning cycle.

**The main challenge in the management of education system remains the coordination of plans and priorities within a coordinated framework of planning and monitoring** –Strategic plans are applied in Kosovo education in the context of shared responsibilities and participation of institutions and autonomous bodies in their work. A major challenge in the management of the education system remains the coordination of plans and priorities within a coordinated framework for planning and monitoring. The inclusion of municipalities, higher education institutions and the private sector is essential for the advancement of the implementation of educational plans. Capacities for collecting and processing data on education has improved significantly but further capacity development is required in providing more detailed data on students and pupils, integration of reporting databases, external examination results and the impact of education on employment. A more coordinated approach to data reporting and reporting along international practices and indicators (UNESCO/OECD/EU) needs to be promoted.

Based on the overall assessment of education quantitative and qualitative data and the methodological approach listed in the preceding section, the KESP implementation index is 2.5 out of 5. The calculation of the index is based on the scales from 1 to 5 – scale 1 represents the lowest level of implementation practice while 5 represents the highest. The highest progress in KESP implementation was observed in the pre-university, higher education and vocational education sub-programmes. Sub-programmes of teacher professional development and pre-school education have somewhat lower implementation indices. On the other hand, sub-programs of information and communication technology and adult education have low implementation index. The index scale does not necessarily represent the situation in sub-sector. It rather represents the level of progress made in achieving the objectives and implementing activities listed in the KESP.



## 2. Education in the Republic of Kosovo (2011-2015)

### 2.1. Economic and social context

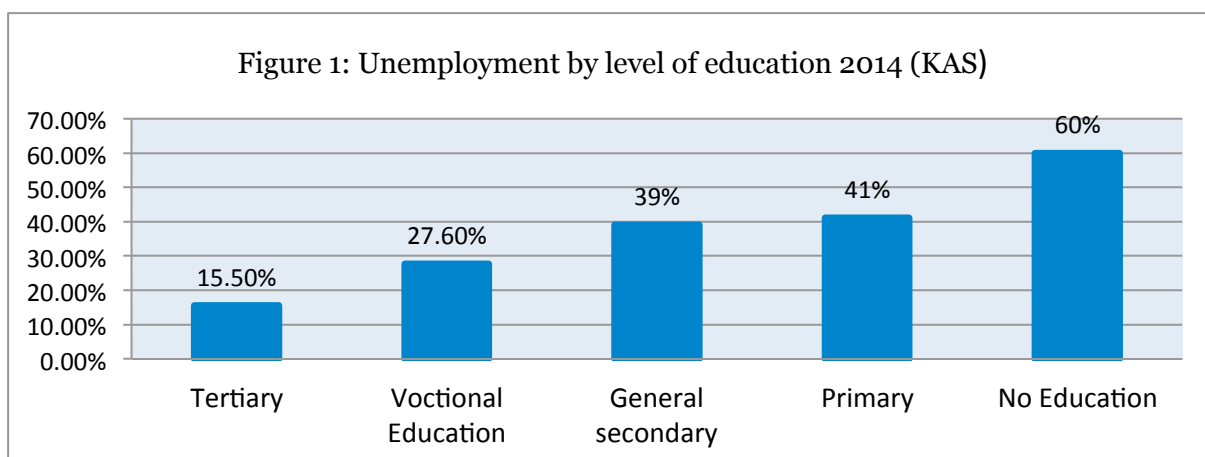
The Labour Force Survey 2013 indicated that the labour market in Kosovo still remains in the worst labour market situation in comparison to the Western Balkan countries and the 28 European Union member countries. The participation rate of the working age population (aged 15-64) in labour force in Kosovo is only 40.5%, of which 30% are unemployed, whereas only 59.5% of the population is considered economically inactive, which means that they are not employed and are not active in seeking employment. Meanwhile, in countries of Western Balkans, the participation rate of the working age population in labour force varies from 43% to 68% and 71.8% in countries of European Union (EU 28). Part of these differences is due to the fact that Kosovo has such a young population and many of these young people are still in education (and therefore classified as inactive). A concern is that over time the potential for the inactive population to grow remains high as each year approximately 33,000-34,000 young people will enter the working age population, while only approximately 10,000 will leave the working age population (i.e., 64 year olds becoming 65 year olds).

**Table 1: Unemployment and labour participation rate : regional comparison**

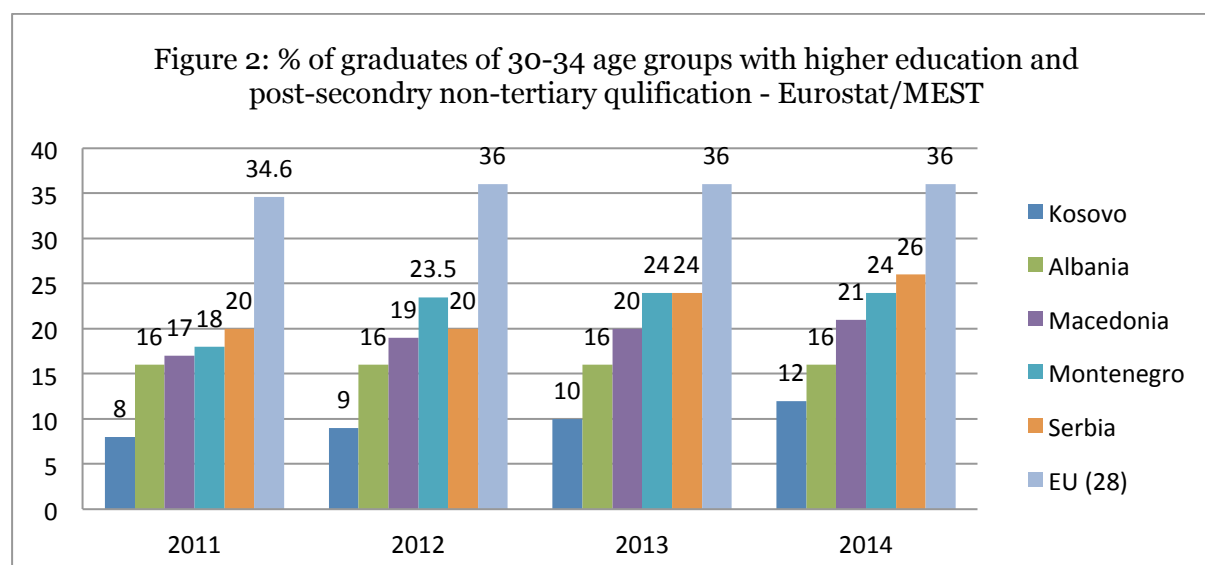
	Labour force participation rate	Unemployment rate	Employment to Population ratio
<b>Kosovo</b>	40.5%	30%	28.4%
<b>Albania</b>	61.8%	17.7%	50.5%
<b>Macedonia</b>	63.9%	31.2%	44%
<b>BH</b>	43.6%	27.5%	31.6%
<b>Montenegro</b>	59%	19.7%	47.4%
<b>Serbia</b>	60.4%	23.1%	46.4%
<b>EU 28</b>	83.6%	10.5%	64.1%

**Source:KAS/EUROSTAT 2014**

Education is an essential prerequisite for economic growth and improvement of living standard in the contemporary economy. The endeavour of Kosovo to achieve these goals is necessarily dependent on the productivity of labour force. The quality of education, gross enrolment rates and the number of years spent on education are essential for human capital formation and represent a key input in improving productivity and employment opportunities. Unemployment rate in Kosovo is generally high and data indicate that the low level of education and achievement decreases the employment opportunities. The lowest unemployment rates are among the graduates with higher education (15.5 %) and vocational education (27.6 %). Unemployment rates among population groups with upper secondary general education and elementary education are above the average unemployment levels at the country level (KAS, 2013). Also, based on the Enterprises Survey (KAS, 2013), around 25% of enterprises engaged in production pointed out the lack of adequate skills as the main obstacle in their business activity. These data indicates the need to increase the inclusion in quality education and to better link education to labour market.



The labour force productivity in Kosovo is low compared to the regional and EU advanced economies (OECD, 2015). The advancement of skills and competencies of labour force is closely related to their capacity for active participation in economy and society. Education is an essential measure to the formation of human capital and increasing competitiveness of enterprises. Regarding qualification levels, the labour force structure in Kosovo does not differ significantly with those of EU countries. This brings into surface the issue of the relevance of qualification for labour market and quality of provided programs. This highlights the importance that the inclusion in education system and advancement in qualification does not mean that the provided programs are qualitative. In Kosovo we have a structural anomaly in the labour market – enterprises are demanding skills deficient at labour market, while the number of graduates that are unemployed is increasing.

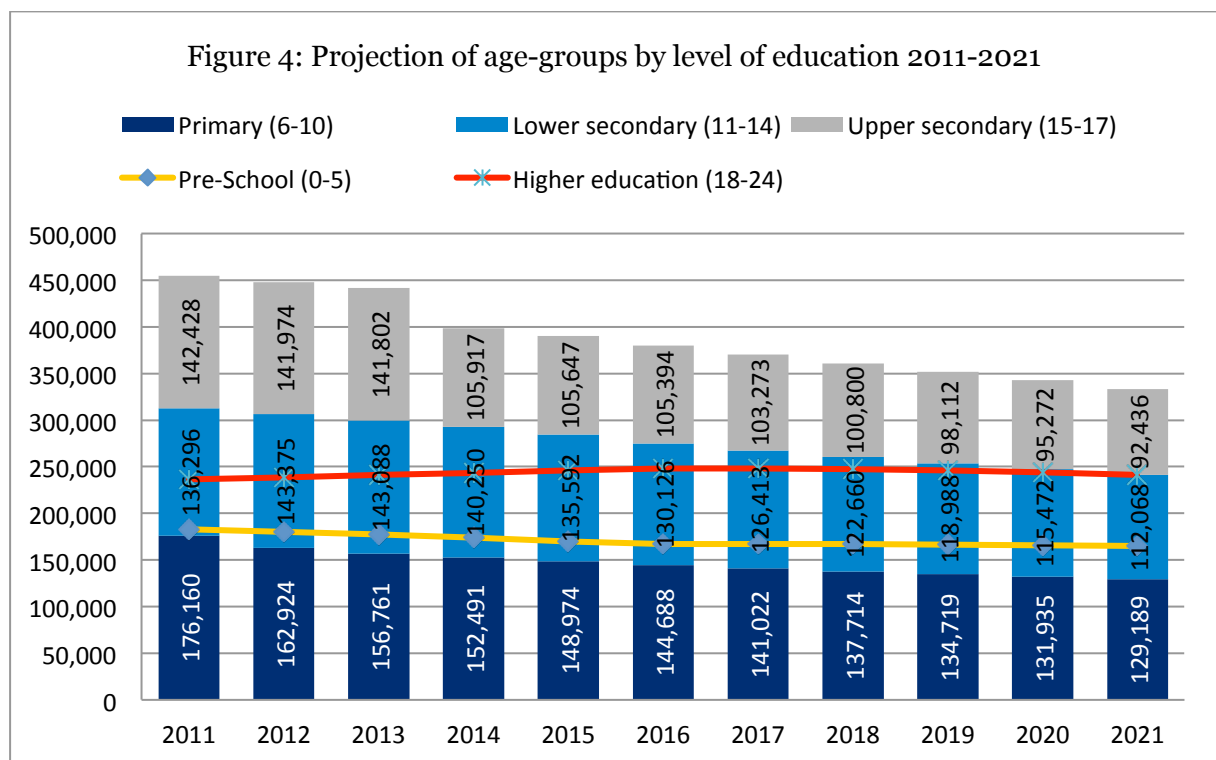


The number of graduates in Kosovo in tertiary education remains low. The percentage of graduates of the age group 30-34, according to the Eurostat indicator, shows the capacity of labour force qualified to enter the labour market. The increase of the number of population with advanced qualification is one of the objectives of Lisbon Treaty and an essential part of the South-East Europe Strategy 2020. The percentage of graduates in the higher education in regions is low in general compared to the average of advanced economies of EU and OECD countries. Number of graduates in Kosovo begun to increase during last years from 8% in 2011 to 12% in 2014. However, Kosovo achieved a high inclusion of students in higher education, but this is not translated in the number of graduates.

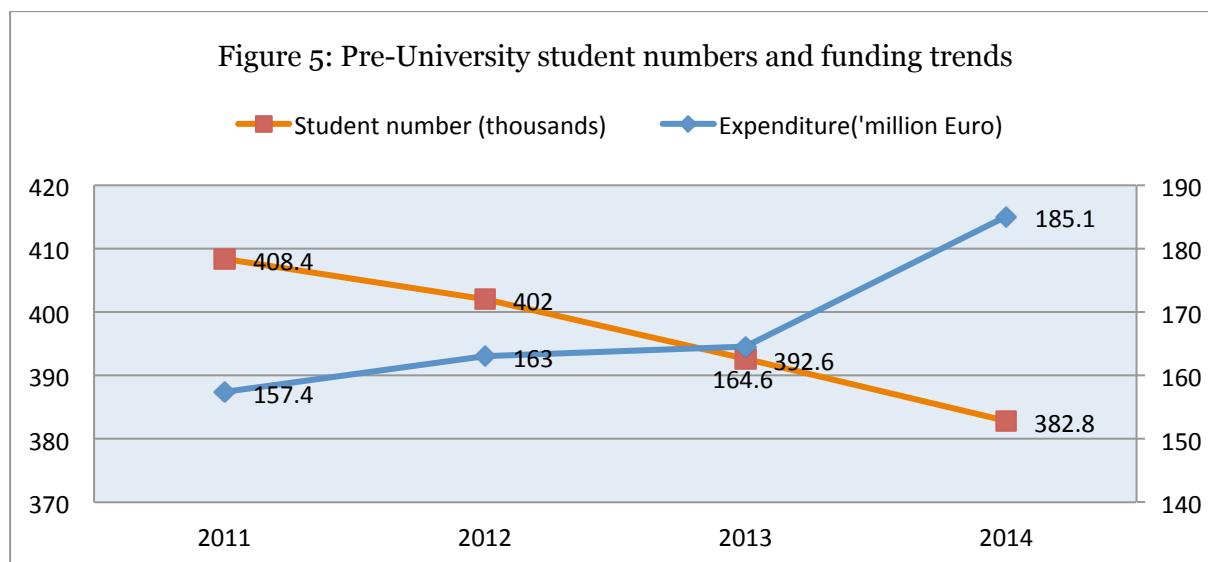
The participation in employment, education or training of young population is a precondition for entering the labour market. The rate of young population not included in education or training in Kosovo is too high compared to other regional countries and EU countries. A particular concern for Kosovo are the 124,500 young people (15-24 years) that are not included in education, employment and training (NEET). They represent about 35.3% of the young people in Kosovo



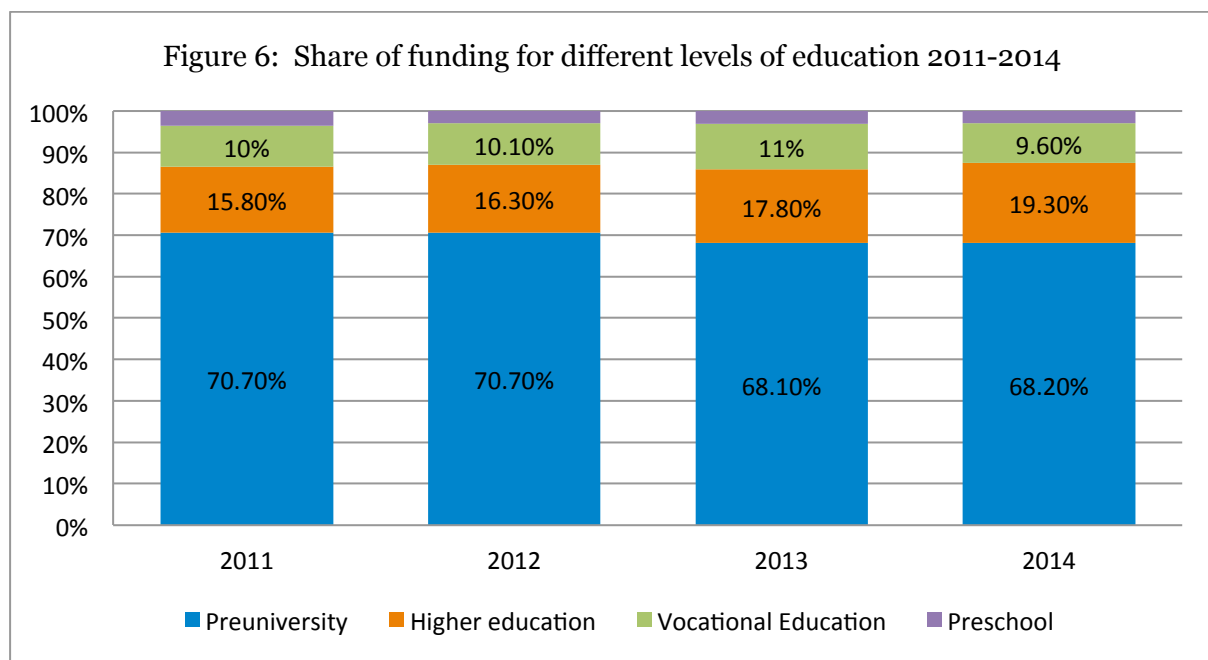
Kosovo is undergoing a phase of significant demographic changes. Based on the projections of population (KAS, 2011), a significant decrease will be marked in the number of pupils in primary and secondary level. The decrease of the number of pupils will impact the number of classes in schools, decrease of the need for teachers and potentially decrease of the number of schools. On the other hand, the movement of population from the village to the city will cause a greater burden in urban schools and lower number of pupils, especially in remote rural areas.



**Funding for education sector** has increased steadily since 2011. Public expenditures on education expressed in terms of percentage of annual government expenditures and compared to GDP are comparable with regional and EU practices. Nominal expenditures have increased significantly compared to 2011. However, expenditures per pupil capita are low compared to the regional, EU, and increase absolutely every year. This stems partly because of a low GDP base and government budget and partly because Kosovo has significantly more pupils per total population than other countries. On the other hand, expenditure data of 2014 reveal that about 71.4 percent went for wages and salaries. Future funding should focus on improving quality parameters, internal infrastructure, textbooks and visual aids.



The share of funding for Pre-university Education is about 68% of total education expenditure. The level of funding for this sub-sector has increased nominally in the amount of Euros spent but its share in the overall expenditure has somewhat decreased. Funding for higher education has increased significantly both nominally and in terms of its share in the overall annual education expenditure from 16% in 2011 to 19.5% in 2014.



The analysis did not reveal any significant changes in expenditure trends for vocational education. The level and share of VET funding as part of total education expenditure is low. Pre-school education expenditure is generally low at around 3% without any notable variations. Other education sub-sectors expenditure is very low or statistically insignificant. Future plans should address the importance of life-long learning.

Table 2:: Expenditures (in million EUR) in education by standard indicators and sub-sectors 2011-2014

	2011	2012	2013	2014
GDP	4,773	4,916	5,327	5,581
Expenditures in education sector	218.9	230.4	230.5	262.3
% GDP in education	4.60%	4.70%	4.30%	4.70%
Total Government Budget	1,415	1,441	1,469	1,589
Budget (%) for education	15.50%	16.00%	15.70%	16.50%
Central financing	65.4	71.4	69.9	81
Local financing (municipality)	153.5	159	160.5	181.3
Financing of pre-university education	183.95	192.57	188.80	210.99
Financing of higher education	34.63	37.62	41.02	50.76

Source: Ministry of Finance /MEST

Note (1): Local financing includes not only the specific grant for education but also own revenues (self-financing), the general grant. Expenditures in pre-university level include local financing and MEST expenditures dedicated for pre-university level. Expenditures in higher education include expenditures of public educational institutions, expenditures of MEST for higher education, UP, ASAK, KAPS, NL.

## 2.2. Education system snapshot

Kosovo's education system includes a number of institutional stakeholders of central and local level. MEST is the key government institution for policy-making, coordination and assessment of education system. According to the Law on Pre-University Education, municipalities, through Municipal Directorates of Education (MDEs), implement policies and manage pre-university education.

MEST develops policies and standards of pre-university education, including the curriculum framework, teaching standards, professional qualifications and assessment systems. In addition to the legislative and regulatory aspect, Ministry of Education organizes the progress external assessment process, external assessment of students, teachers' professional development and support in providing school means and facilities. Municipalities manage finances of pre-university education through specific granted allocated by central level to education sector. MEST organizes and determines the financing formula for municipalities in cooperation with MF, based on the principle of financing by number of pupils. Funding formula includes provisions for additional funding for education in remote rural areas, communities education and special needs education.

The education system in Kosovo is organized in a four level structure: preschool education (ISCED 0), primary education (ISCED 1), lower secondary education (ISCED 2), upper secondary education (ISCED 3) and higher education (ISCED 4).

Table 3: Kosovo Education Overview 2014/2015

	Compulsory	Age group	Nr of pupils (2014/2015)	Nr of institutions (public/private)	Teachers
Preschool education (ISCED 0)	No	0-5	25,337	42	1,364
Primary education (ISCED 1)	Yes	6-10	145,511	985	16,517
Lower secondary education (ISCED 2)	Yes	11-14	135,085		
Upper secondary education (ISCED 3)	No	15-17/18	86,219	119	5,441
Higher education (ISCED 4)	No		122,029	38	

### 2.3. Main trends

**Kosovo has achieved nearly universal gross enrolment at all levels of compulsory education that are comparable to EU levels but the number of highly qualified individuals remains low** - gross enrolment rates in pre-university education (primary, lower secondary and upper secondary) in Kosovo has progressed over the past years, albeit is slightly below universal level. Significant progress has been achieved in increasing enrolment levels in upper secondary education from 82 percent in 2009 to 97 percent in 2014. Enrolment rates in pre-primary education have increased to 79%. MEST does not anticipate any deterioration of enrolment rates in view of lower birth rates and the impact of demographic changes. Reaching enrolment targets for pre-school education (50 percent) by 2016 will be difficult. Kosovo still remains to address participation of all social groups and people with special needs. Generally, Kosovo has progressed in offering compulsory education to nearly all children. However, it still lags behind in pre-primary and pre-school education. Enrolment of children from 3-5 is still low (29 percent) and could negatively affect their later learning prospects.

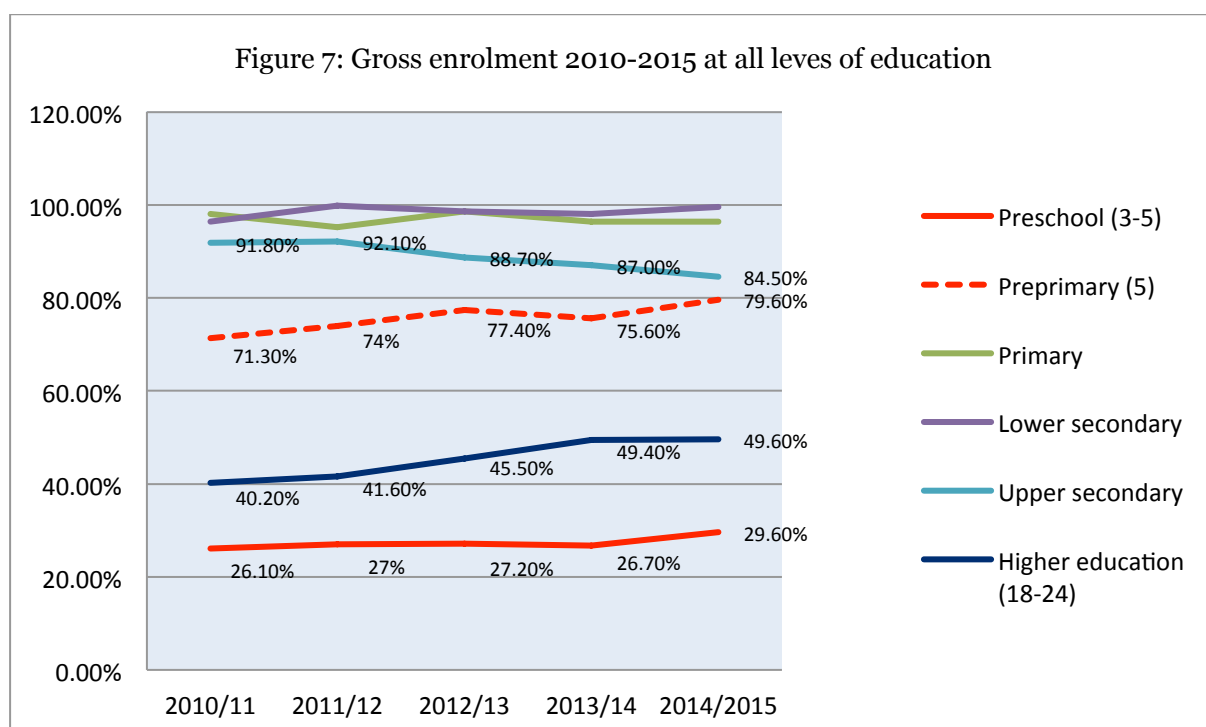


Table 4: Gross Enrolment in education levels 2010/2011-2013/2014, EMIS 2015

	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015
<b>Preschool (aged 3,4,5)</b>	26.10%	27%	27.20%	26.70%	29.60%
<b>Pre-primary (aged 5)</b>	71.30%	74.00%	77.43%	75.62%	79.6%
<b>Primary (6-</b>	98.10%	95.20%	98.56%	96.39%	96.4%
<b>Lower secondary</b>	96.40%	99.90%	98.61%	98.03%	99.5%
<b>Upper secondary</b>	91.80%	92.10%	88.67%	87%	84.5%
<b>Higher education (18-24)</b>	40.20%	41.60%	45.50%	49.40%	49.6%

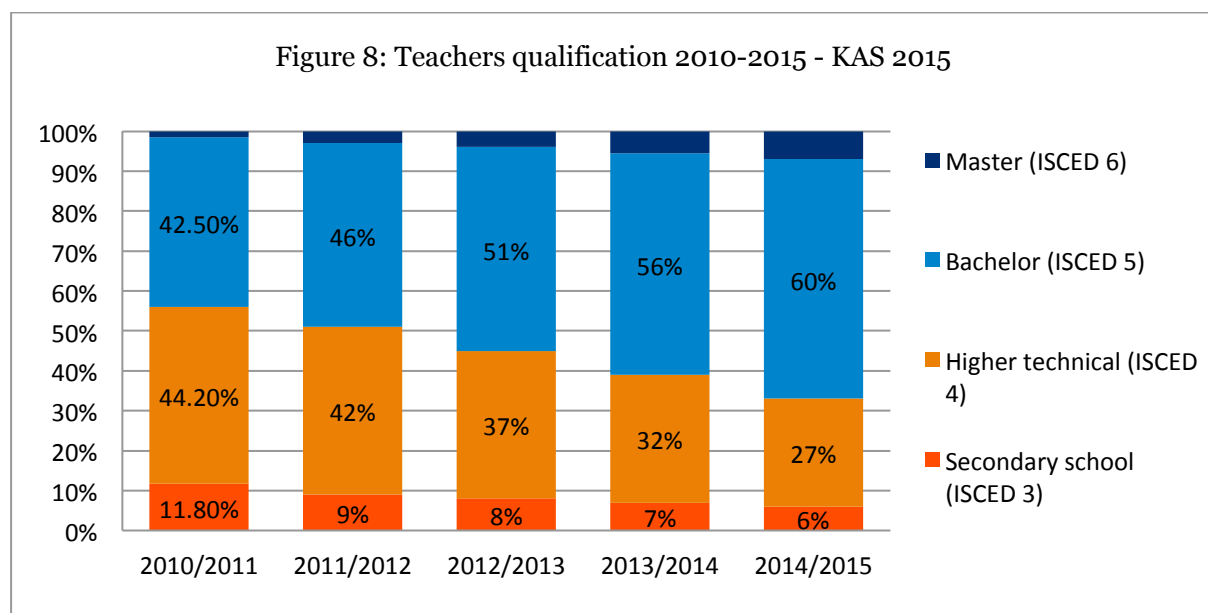
**Increased financing and investments have not produced the expected results in pupils' achievements** - an analysis of the percentage of improvement of key education inputs and pupils achievement in national matura indicate that while there has been a significant improvement in financing, wages, pupil-teacher ratio and pupil-class ratio over the past years, that has failed to produce the desired impact on pupil achievement rates in exit examinations. When viewed more closely, expenditure in new school buildings and increased expenditures on wages, while important pre-requisites in all education systems, they do not seem to have any impact on pupil achievement.

**Kosovo has introduced a new curriculum framework over the course of the past four years but significant efforts are needed to roll-out in all schools. The new curriculum requires more efforts to strengthen accountability and quality assurance mechanisms** - Over the past year, but also during the previous period, the curriculum was reformed by providing a competency-based framework and developing the core curriculum, which made the framework concrete and provides the basis for school-based curriculum. Also, standardized tests were applied to all levels of pre-university education. However, the achievement of pupils in external tests and their administration are issues to be addressed in subsequent years. Since Kosovo has achieved high inclusion in primary and lower secondary education, the activities for the subsequent year should focus on improving the quality. More investments are needed in strengthening the mechanisms for internal and external quality assurance. Inspectorate of Education should increase their capacities to implement the standardized review and evaluation process of schools. Particular attention should be paid to the test administration mechanisms and forms of its implementation (electronically). Kosovo participated in PISA international testing in 2015 and the results will be published sometimes in 2016. Results of this testing will create opportunities to analyze and reflect on the progress and achievement in the municipal basis. In terms of school infrastructure, investments should gradually be orientated from the construction of school buildings to financing teaching aids, equipment and textbooks.

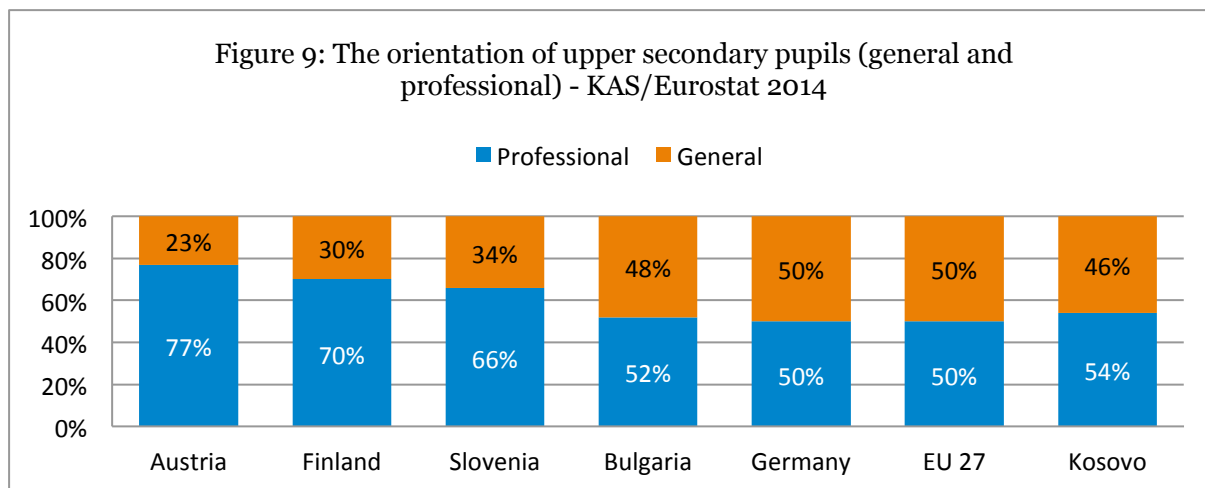
**Important steps have been taken in advancing the qualifications of teachers, significant improvements of salaries and the legal basis for licensing and performance assessment has been created. The quality of teachers still remains a challenge. The teacher performance based promotion and in-service professional development should be addressed in the next planning cycle** – the quality of teachers is the primary factor determining the achievement of pupils. The improvement of education staff is related to the unified steps for improving the pre-service development programs, in-service professional development, improvement of working conditions and performance-based

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 promotion. Programs for qualification of teachers have been developed in several public institutions and the qualifications advancement scheme has been applied (TQA). The legal basis for teachers' normative, in-service professional development and licensing has been developed. Also, a substantial improvement has been noticed in working conditions through the increase of salaries over 100% compared to 2010. Teachers in Kosovo are among the most paid professionals and with highest incomes in region, both in nominal and real terms (OECD, 2015).

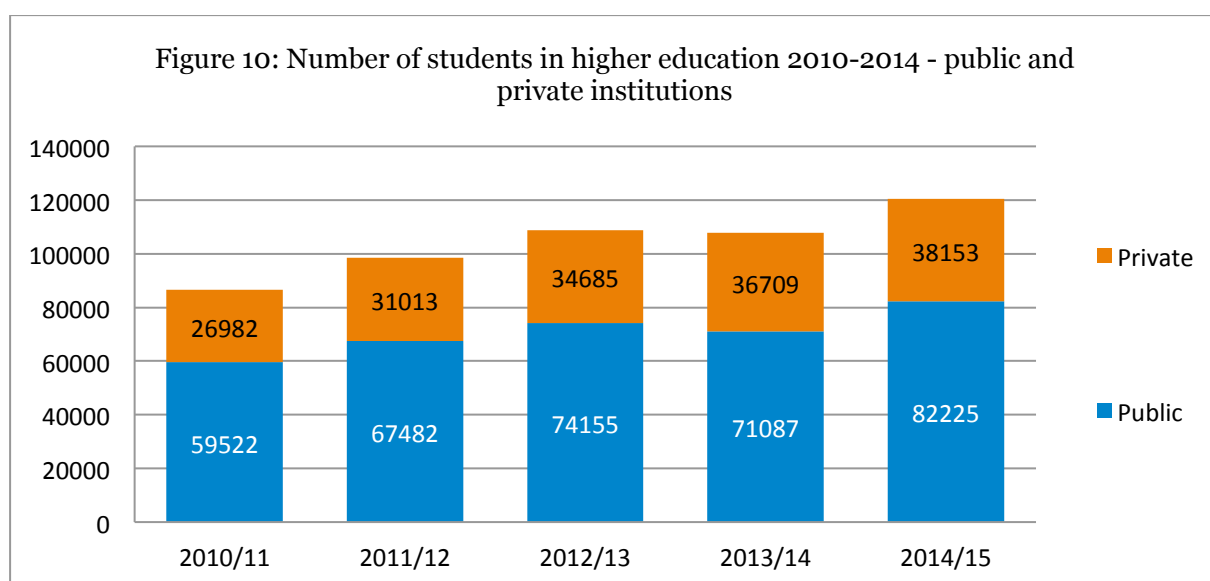
**Despite the significant progress in advancing the qualifications of teachers, the rate of un-qualified teachers and qualified teachers with non-relevant qualifications is around 42%. The increase of salaries in a linear manner and avoiding the performance assessment system and carrier promotion can have an adverse impact in staff motivation** – base on data it is observed a significant decrease of the percentage of teachers with secondary education and higher vocational education from around 56 % in 2010/2011 in around 32 %. At the same time, the number of teachers with university qualification has been increased. However, around 42% of teachers have whether non-relevant university qualifications or qualifications of lower levels than the determination in teachers normative.



**Vocational education represents one of the essential priorities to help the transition of pupils from the school to the labour market** - Even though positive steps have been made in the vocational education, there are still concerns about the mismatch of skills provided for labour market. In recent years, more pupils were oriented in vocational education than in general education and this ranks Kosovo near the average of EU developed countries. However, during last year, the percentage of vocational education decreased from 56% in 2013 to 54% in 2014. A main challenge in vocational education is the connection with the labour market - vocational schools do not have yet a satisfactory cooperation with the industry. Based on the data presented in the respective chapter, about 30% of vocational schools specialize in profiles for which there is no demand in the labour market. A good progress has been made in providing the legal framework for vocational education, but there are still stagnations in the implementation of professional practice.



**Significant increase of the inclusion in higher education, but stagnation in quality and scientific research** - Kosovo has exceeded the target of the inclusion in higher education (35%) of 18-25 age groups. Over the course of the past five years Kosovo has made significant progress in increasing student enrolment in higher education of age-groups 18-24 years. While there were only 40,00 students in 2004 that number has tripled by 2015 thus reaching 122,000 students. Kosovo has the highest student number per 100,000 population. In addition to the University of Prishtina, the Government has established an additional five other public universities in Prizren, Gjakova, Gjilan, Mitrovica and Ferizaj. About 30 % percent of students study in one of the 28 private colleges of higher education. The increase in student enrolment in both public and private higher education has made Kosovo as only of the most densely-student populated places in Europe. The number of students per 100,000 people is 6,669 and is nearly the double of EU (28) average with 3,987 students per 100,000 people. However, the increase of the number of students has had an adverse impact in the trend of increasing the quality. The parameters student-teacher and funding per student have been weakened during two last years. Currently, 37 licensed institutions of higher education operate in Kosovo, out of which seven are public institutions, whereas 30 are private institutions.



On the other hand, **a closer connection between the higher education** and the labour market should be ensured. The data indicate that the increase of the number of students in recent years has been orientated more in soft skills rather than on strong skills. Orientation of program

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and students does not comply with the national development plan oriented in the sector of mining, energy, telecommunications, information technology and transport, agriculture and rural development. Even though the level of inclusion in higher education has been increased in recent years, the number of graduates is still very small. In addition to the challenges of the connection of higher education with the labour market and low level of graduates, **national and university expenditures on scientific research remain small** - 0.1% of GDP. Data on scientific research field indicate stagnations of Kosovo in this aspect in comparison to other European countries. Thus, with 0.1% of GDP expenditures for research-scientific work and with 826 publications indexed in two prestigious databases (WoS and Scopus) in the period 2003-2013, Kosovo remains far from European standards of the research sector development.

**Lagging behind in information and communication technology**– Implementation of the strategy for incorporation of the information and communication technology in teaching has not progressed as it was expected. Increasing the quality at all levels is dependent on the ability of teachers and pupils to acquire modern teaching tools and technology. The provision of schools with computers and connection to internet has progressed, but is still far from the degree of expansion at the country level. Computer-student ratio in schools in Kosovo is 1:46, which represents stagnation in relation to the countries of European Union, where 3 to 7 pupils use a computer (EC, 2013). Providing schools with adequate equipments of information technology and computers is still far from the target.

**Enhanced management capacity but more is to be done in enhancing human resources and evidence-based policy-making** - Improvements at all educational levels must go hand in hand with the strengthening of policy making and implementation capacity. Measuring of the achievement and monitoring through EMIS is essential to help the strategic orientation of policy making and investments. Monitoring and evaluation capacity has improved significantly in recent years but more efforts and investments are required in data collection, processing and updating education indicators along the guidelines of EUROSTAT-OECD-UNESCO (UOE) group. The next KESP review should reorient education reforms towards achieving the UOE and Europe/SEE 2020. Improving the capacities for collecting, processing and reporting education statistics is essential for both planning and monitoring purpose and hence a priority in the coming years.

**Table 5: Kosovo compared to Europe 2020 indicators**

Source: KAS/EUROSTAT 2013	Kosova	BE	Europe 2020
<b>Rate of the age-group 15-24 outside the education and employment</b>	35.30%	12%	10%
<b>Graduates rate (aged 30-34)</b>	12%	37%	40%
<b>Inclusion of children (4-6) in preschool education</b>	45%	93.90%	95%
<b>Employment rate of the age group (20-34)</b>	22.30%	75.50%	82%
<b>Public expenditures in education</b>	4.7%	5.30%	-
<b>Participation in VET – vocational education</b>	54%	50.00%	-

**Municipalities play a key role** in implementing KESP objectives. Municipal education directorates should be assisted in preparing corresponding strategic action plans that relate to national KESP goals and in using data for municipal planning purposes. Also, efforts to ensure awareness and incorporation of public and private institutions in relation to achieving the KESP targets should continue.

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Particular attention should be paid to **provision of data in higher education and science**. More effort is needed in establishing mechanisms for assessing HE students achievement (OECD PIAAC) and measurement of scientific activity.

**Demographic changes** – the education sector is experiencing the impact of demographic changes. The number of pupils in the pre-university education in 2014 is by 39,000 lower than in 2011 (9 percent). This drop in pupils numbers has been significant especially in the primary education level. The negative trend in pupil supply in pre-university education is expected to continue with even more significant drops in the upcoming years.

### 3. Assessment scope and methodology

#### 3.1. Review process scope

The purpose of this assessment is to serve as (i) an instrument of accountability through the provision of data to achieve results – managing structure have objective data for correction of the course and (ii) to serve as basic roadmap for drafting the following strategic plan. KESP assessment process scope will be focused in provision of answers to several questions: (a) what is the performance of MEST and other stakeholders in comparison to the purposes and targets established in the initial Plan; (b) how relevant are targets and goals established for the current context, and (c) to what extent is used KESP as a platform for advancing national goals in the education sector.

Initially, there is an increasing request for effectiveness, equal access and quality in education as prerequisite to overcome social and economic challenges. Secondly, the education system decentralization trend conditioned the development of assessment mechanisms – MEST is not direct implementer and primary responsible in pre-university and university education, its role is to provide policies, standards and accountability in the education system. Education system outcomes are being used as a mechanism to enhance the accountability of municipalities, schools and teachers for (non) progress of pupils. Thirdly, the education system in Kosovo is an important component of national, regional and international strategies and the reporting of achievements and challenges towards the implementation of these strategies, is prioritizing the capacity building for assessment. Education systems are measured based on their performance by comparing with important international indicators monitored by EU (Eurostat), UN (UNESCO) and OECD. The relation of national education indicators with international education indicators is a common practice of contemporary education systems and their comparison becomes a driving force for reforming the system practices.

The implementation of a comprehensive assessment is a challenging process and is conditioned by several developments. KESP 2011-2016 is the first education system comprehensive plan in Kosovo and the assessment component is not adequately integrated within the objectives framework. The initial plan does not contain a coherent framework for performance assessment and this can be explained by the lack of accurate statistical data on the number of population, number of pupils in system, etc. Secondly, for conducting an education system comprehensive assessment are required capacities and resources appropriate to cover this process. During the course of the strategic plan, we noted parallel legislative and institutional developments that could have impacted the ability of stakeholders to be accommodated with the process. Thirdly, the practise of external assessment should be based on a comprehensive methodology covering both external assessment of education system and external assessment of pupils, teachers and schools. Finally, the assessment process is relevant to the student centre based education context and the education system is related closely to economic and social objectives.

The assessment process is performed under the mandate of the Department for European Integration and Policy Coordination (DEIPC) and supported by the Technical Assistance to MEST Kosovo Project. The report represents an independent analysis of most relevant developments in the education sector.

#### 3.2 Methodology

During the assessment process, KESP Assessment Team discussed with numerous stakeholders such as: MEST officers, municipal education officials, agencies related to MEST, universities representatives, schools representatives, teachers, civil society organizations, scientific

researchers and development partners. In order to have a boarder inclusion of stakeholders, the assessment team organized a wide range of thematic roundtables discussing pre-school education, pre-university education, vocational education, adult education, higher education and science, teachers' professional development and other related issues. In addition to roundtables, the team held discussions and interviewed numerous officials directly responsible for achievement of objectives. Finally, the assessment process is based also in general and thematic assessments carried out by other external institutions. The team consulted several strategic, analytic papers, external assessment and periodic reports related to the education system in Kosovo.

Provided results and conclusions are based on quantitative and qualitative methods. Quantitative indicators are harmonized with MEST Indicators Framework and are in compliance with international indicators in education sector. Trends and shifts in thematic analysis are issued based on EMIS data. KAS data were used to cover the lack of data in certain sub-sectors. MEST has no system for collecting data in higher education and the assessment team had to use the data questionnaire and the same was submitted to all higher education institutions. The assessment process faced methodological difficulties. Initially, objectives and targets were established using incomplete data; therefore, several of established targets were achieved during the implementation of the plan. Secondly, the assessment framework and indicators were not elaborated adequately. Thirdly, parameters for measuring the progress in thematic fields vary depending on which reference framework is used and fourthly, it is evident since the first reading that there are many thematic developments not included in current targets.

The assessment is a complex process; therefore, the process approach should be based in several perspectives and modalities for measuring the results. Quantitative indicators are formulated through the **implementation index** that is based on the ranking of performance of KESP sub-sectors from 0-5. Criteria for determining the implementation range are as follows:

Level	Criteria	Indicators
<b>Level 1</b>	<p><b>Policy, rules and laws framework</b></p> <ul style="list-style-type: none"> <li>▪ There are no primary laws, instructions, rules, strategies and policies.</li> </ul> <p><b>Implementation and institutional capacity</b></p> <ul style="list-style-type: none"> <li>▪ There is a lack of steps for implementing laws and policies.</li> <li>▪ No resources for management, human and financial resources needed for implementation of laws, rules, instructions, strategies and policies are allocated.</li> </ul>	
<b>Level 2</b>	<p><b>Policy, rules and laws framework</b></p> <ul style="list-style-type: none"> <li>▪ There are primary laws, rules, instructions, strategies and policies</li> </ul> <p><b>Implementation and institutional capacity</b></p> <ul style="list-style-type: none"> <li>▪ There are only limited efforts to apply good practices. The application of proper policies is not a common phenomenon.</li> <li>▪ No financial resources are allocated or are insufficient and no financial and material resources are allocated.</li> </ul>	

<b>Level 3</b>	<p><b>Policy, rules and laws framework</b></p> <ul style="list-style-type: none"> <li>▪ Laws and policies are approved within the sector or objective.</li> </ul> <p><b>Implementation and institutional capacity</b></p> <ul style="list-style-type: none"> <li>▪ There are good practices and legislation is being implemented during the last two years. However, there is still stagnation in applying certain practices in legislation and practices.</li> <li>▪ Modest financial means have been allocated for implementing certain parts of legislation and policies.</li> </ul>
<b>Level 4</b>	<p><b>Policy, rules and laws framework</b></p> <ul style="list-style-type: none"> <li>▪ All laws, instructions and policies have been approved</li> </ul> <p><b>Implementation and institutional capacity</b></p> <ul style="list-style-type: none"> <li>▪ We have a developed practice in implementing the legislation and instructions. Laws have been implemented consistently during last four years.</li> <li>▪ Institutional capacities are functional, but have financial shortcuts.</li> </ul>
<b>Level 5</b>	<p><b>Policy, rules and laws framework</b></p> <ul style="list-style-type: none"> <li>▪ All laws and instructions have been approved</li> </ul> <p><b>Implementation and institutional capacity</b></p> <ul style="list-style-type: none"> <li>▪ Proactive efforts have been made towards eliminating every bad practice. We marked a consistent implementation of the legislation during last five years. The implementation is good and obstacles can be very rare or isolated.</li> <li>▪ Institutional capacities are fully functional and funding is adequate to the course of legislation and practices.</li> </ul>

## 4. Preschool education

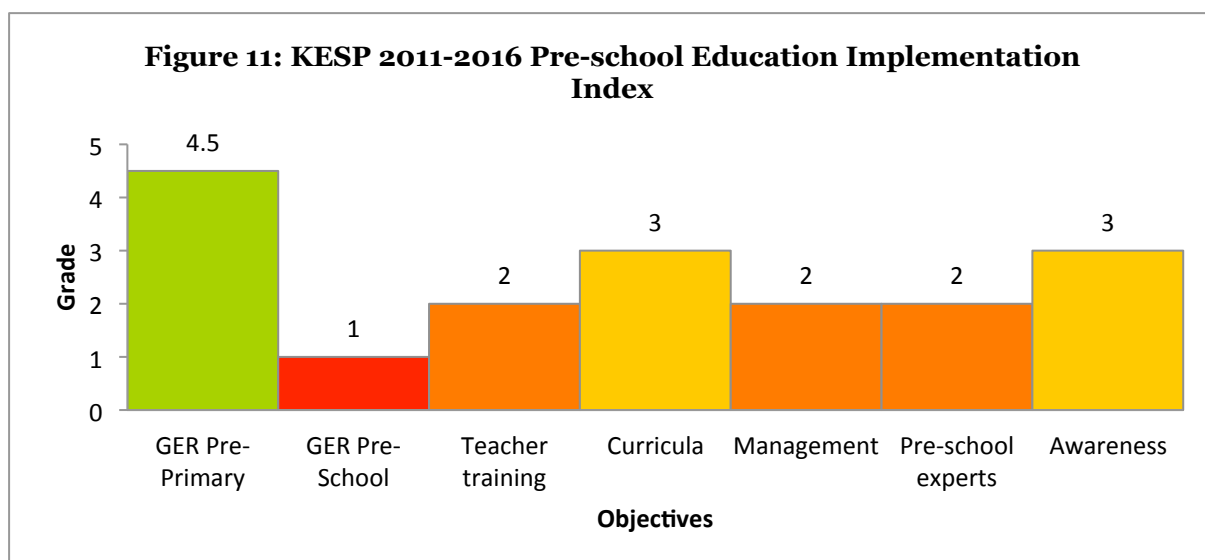
During the process of drafting KESP 2011-2016, a number of challenges faced by the sub-sector have been listed as follows: Increasing the levels of inclusion of children in pre-school and primary education; Providing central budget funding for pre-school education; Developing a curriculum for the age group 0-3, Regulating and licensing private pre-school institutions, Professional development of pre-school educators; Developing national instruments for determining the quality of pre-school education. In order to address these challenges, 7 main objectives, including a series of activities, have been established within the preschool education, as follows:

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<b>TARGETS IN PRESCHOOL EDUCATION 2011-2016</b>	
1	By 2016, all children (aged 5) shall be included in preschool education
2	By 2016, around 50% of children 0-5 age groups shall be included in preschool education by 2016
3	By 2016, a functional system for educators training shall be in place
4	Curricula for 0-3 and 3-6 age groups are drafted
5	By 2016 the capacity of all managers improved to manage pre-school education
6	By 2016 all experts of pre-school education experts trained with consideration for gender parity and priority training for inclusive education
7	By 2016 there is full awareness of parents and community on the importance of pre-school education

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In general, the preschool education sub-program marked results in improvement of inclusion in preschool education (PSE 1). The level of inclusion in preschool education exceeded planning and targets. Progressive steps have been marked in the preschool education (PSE 4) curriculum, educators training (PSE 5) and awareness-raising of parents on the importance of preschool/pre-primary education (PSE 7). However, the sub-programs did not mark any progress in increasing the inclusion in preschool education (0-4) and improvement of institutions management. The level of inclusion in preschool education has remained the same since the initial planning. However, based on discussion with stakeholders, it is supposed that the inclusion rate of children in the preschool private sector and community-based centres has been increased, however the data have not been entered yet. The degree of realization based on index (see the methodology) is as follows:

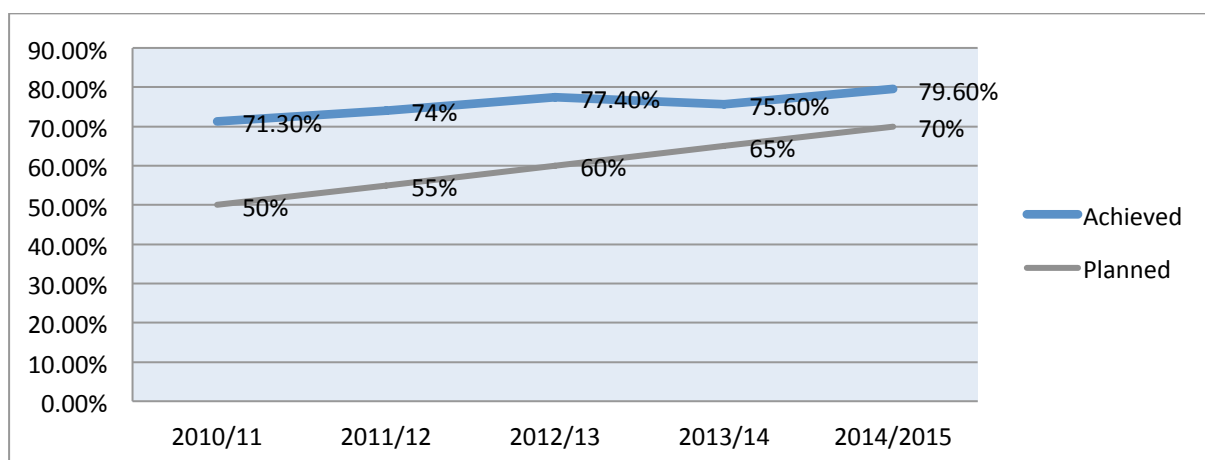


#### 4.1. Enrolment in pre-primary education

The first target of KESP sub-program – Preschool Education was as follows: *By 2016, all children regardless of age, gender and ethnicity are included in pre-primary education.* In order to contribute to the achievement of this goal, the initial plan foresaw the initiation of several activities, including provision of support for the establishment of new pre-primary classes to improve the inclusion, the organization of awareness campaigns for parents on the possibility to include children in pre-primary education and development of teaching and learning tools.

Form statistical indicators on the inclusion in pre-primary education (aged 5) analysis, it results that this target is achieved. The targets set on the inclusion rate in pre-primary education were not based on statistical data, because the target of 70% inclusion by 2016 was achieved at the beginning of KESP implementation. Specified shortcomings could have resulted as a consequence of the lack of a clear picture in relation to the number of population of this age group and shortcomings in collecting and processing data from the field. However, such a challenge is overcome following the publication of population census results (KAS 2011).

Figure 12: GER Preprimary education 2011-2015: planned and achieved



The progress achieved in the inclusion in pre-primary education is reflected from numerous initiatives conducted by institutional stakeholders and the support provided from development partners. According to the Law on Pre-University Education (2012), the pre-primary education

(aged 5) is compulsory since 2015/2016 school year. Around 80% of schools has provided a space for development of pre-primary education, whereas the teaching staff is ensured through doubling of the working hours of educators. MEST developed the core curriculum for pre-primary education and also developed the document for Early Learning Development Standards for Children 0-6, along with the accompanying material, such as class-books and guide for teachers. Awareness-raising campaigns organized with parents and representatives of communities had a positive impact towards the achievement of goals.

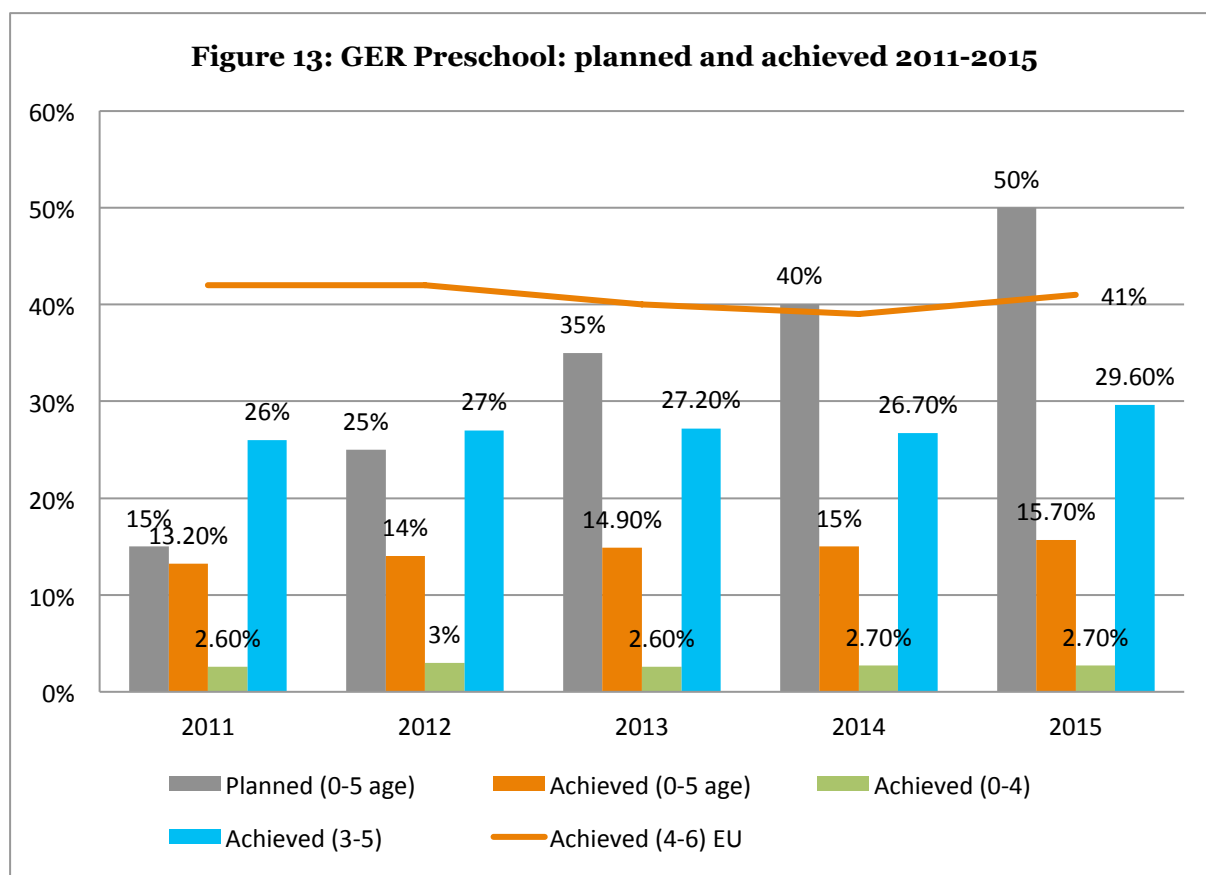
Despite the progress achieved, it is still assessed that 20% of children are outside pre-primary education. The most challenging part is the inclusion of children of non-majority communities and inclusion in remote rural areas. In order to overcome this challenge, development partners (Unicef, Save the Children, Caritas) have supported the community-based centred and employment of additional educators. The following priority is the ensure a sustainability of the community-based centres, the inclusion of non-majority communities and universal inclusion of children in preschool education. Finally, additional financial resources, a larger number of educators and support for advancing the teaching staff are required in order to address the above challenges.

**4.2.Enrolment in preschool education**

The second target aimed at including 35 % of children regardless age, gender or ethnicity in preschool education by 2016. In order to enable the achievement of this target, KESP specified several main activities to be applied by the end of planning cycle, as follows: Organize awareness-building campaigns for early childhood development and education and ensure statistical data about pre-school children is included in EMIS; Stimulate alternative forms of pre-school education and develop child friendly school environments to increase attendance; Ensure additional space for pre-school education though constructing child friendly and additional classrooms; and, Build new facilities in line with standards.

The measurement of achieved progress within the preschool education (aged 0-5) requires an explanation of measurement indicators. There are various national practices for classification of preschool education; however, the mandate of education institutional bodies in most of countries provides the organization of education activities between the age groups 3-5. Law on Pre-University Education (2012) classifies the preschool education as every form of structured organization of preschool education for 0-5 age groups. Therefore, the measurement of the progress and the comparison of statistical data to other countries should differentiate indicators. Preschool education framework within KESP includes also the pre-primary education (aged 5). Due to this reason, the trends of three indicators (1) KESP (aged 0-5), Eurostat (aged 3-5) and OECD aged 3-6 will be presented in the graph below. However, data on the progress achieved have their limitations. Initially, the capacity for the collection of data of preschool institutions is more limited than in other levels of pre-university education. Secondly, the data provided on the inclusion in preschool education are incomplete (the incapability of institutions to collect accurate data in northern municipalities of Kosovo, as Leposavic, Zubin Potok, Zvecan and North Mitrovica should be considered). Thirdly, there are still shortcomings in ensuring data on all children attending the preschool education in non-public institutions.

Data on the numerical inclusion of children in public preschool education remain, surprisingly, the same since 2004 (around 5,500 children). Difficulties in registration of data can come also from the failure to report data by private institutions. Parties interviewed within the thematic assessment emphasized that a number of private institutions operate without license and in several cases, MEST has no proactive approach in entering of these data.



As can be seen in the graph, the inclusion rate in preschool education (aged 0-5) is too low and no significant change has been made during the implementation of the plan. The only progress that can be outlined at this stage is the success achieved in inclusion of 5 years old children within the pre-primary education. However, opening of community-based centres supported by development partners are encouraging. There is a little progress in the construction of new facilities and adding the number of rooms in existing kindergartens. Four existing facilities have been renovated for the purpose of increasing the space in Prishtina. During the reporting stage, only one public preschool institution has been constructed in Shtime and two other public-private preschool institutions in Prishtina, Prizren, Gjakova and Mitrovica. There is a wide range of small and medium municipalities where the preschool education is not organized at all, such as Malisheva, Dragash, Novoherda, Deçan, Hani Elezit, Mamusha, Juniku, Leposaviç, Zubin Potok and Shterpece.

The numerical inclusion of children under 5 remained almost the same during the last decade. The changes in the rate of inclusion are more attributed to the demographical changes and the decrease of the number of basic population of these age groups. Reported data include only official data within EMIS SMIA (2015), even though the allegations that data do not include a certain number of children in private institutions and northern municipalities seem to be partly valid. The collection and registration of data and infrastructure investments and in human resources remain the main challenges to be addressed during the next planning cycle.

### 4.3. Educators' training

The KESP aims, by 2016, to create a functional and operating system for accredited training of teachers, which improves the education quality, through series of activities: continuous monitoring of the work of educators and progress of children, employment of a pedagogue for each 1000 children in preschool education, provision of programs for ongoing training to improve

the work of educators, training of individuals with assisting role in preschool education, implementation of the index of inclusion in preschool education, engagement of teachers for children with special needs and review of the standards for employment of educators working with the 0-3 age group, for the purpose of their qualification in the respective preschool programs.

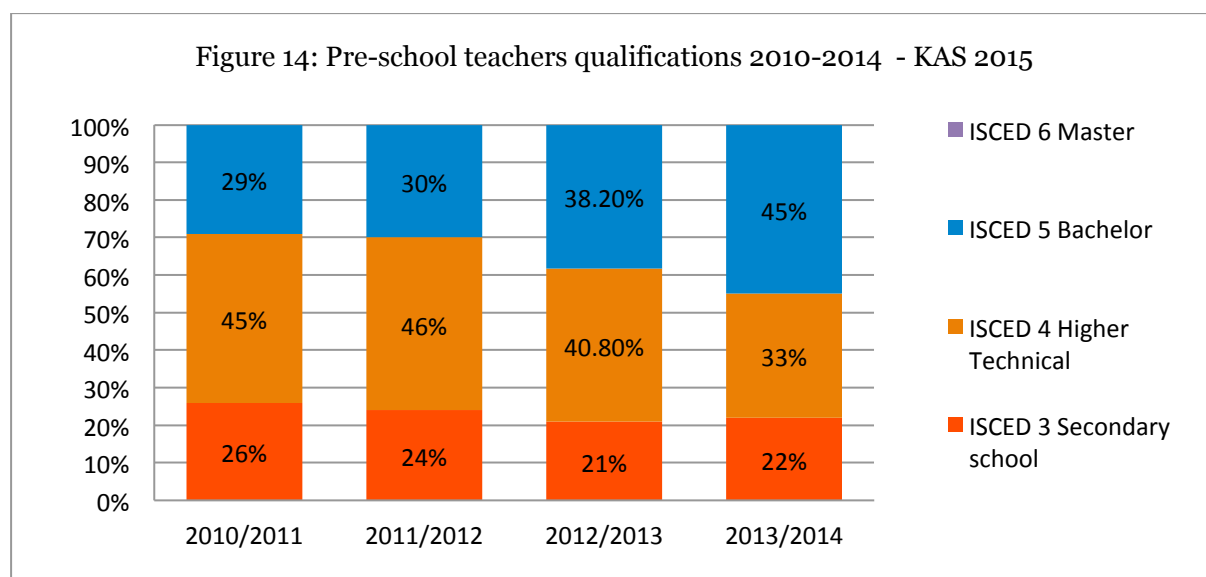
Based on data of activities indicators within the training of educators target, the number of female teachers in preschool education is almost 100 %. The number of male educators in the whole preschool education system is only 30 new educators since 2011. The female educators -to EU average ratio is too high, where does not exceed 65 % (Eurostat, 2014). We have an improvement in pupil-teacher ratio since 2011. This improvement derives partly from modest increase of the number of teaching staff. Development partners (Unicef, Save the Children, Caritas) have helped in recruiting teachers for children belonging to non-majority community and for children with special needs. During the last two years, a special treatment has been provided for around 100 children with special needs in the preschool education. However, the target for increasing the number of pedagogues in preschool education did not have any significant change and is far from the aimed ratio, namely 1:1000.

For the purpose of providing the opportunity for improving the qualifications, MEST has supported the opening of four specialized higher education programs: Preschool Education (BA), Early Childhood Education (BA) in the University of Prishtina, Preschool Education (BA) in the University of Peja, Preschool Education (BA) in the University of Mitrovica and Preschool Education (BA) in University of Gjakova. There are no accurate data on the course of improving the qualifications of educators in preschool education in EMIS. However, based on KAS data (2010-2015), structure of qualifications in preschool education has marked a significant improvement during the plan implementation cycle.

Table 6: Key quality parameters in Preschool Education 2011-2015

	2011	2012	2013	2014	2015
<b>Number of educators (0-5)</b>	1300	1320	1,357	1364	1364
<b>Number of female educators</b>	1300	1319	1,356	1363	1363
<b>Pupil - teacher ratio</b>	19.6	19.3	19.1	18.6	18.6
<b>Pedagogue – child ratio</b>	1500	1500	1500	1500	1500

Source: EMIS 2015, MEST



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Even though approximately half of educators seem to have advanced their qualifications, it is not evident whether these qualifications are adequate for the profession. The preschool education requires special pedagogical skills and contemporary trainings can address this challenge. The relatively high rate of educators with secondary education is still a concern (ISCED 3), which at large extent should be in other fields of education, or without the necessary skills for the stage of psycho-physical development of children. According to European good practices (Eurostat 2012), it is not common for educators to have only secondary education. There is a consensus and a good practice that the minimum qualification required for educators in preschool education should be ISCD 4 (Post secondary non-tertiary high school in relevant field of study).

#### **4.4. Preschool education curriculum**

Within the fourth target (PSE 4) drafted in 2011, the plan foresaw the *drafting of curricula for 0-3 age group and 3-6 age group, which would consider gender issues and would be implemented in compliance with ELDSCH* during the implementation cycle. In order to achieve this target, the plan foresees the conducting of several activities, including: Draft the administrative instruction for licensing of private pre-school institutions; Set up a group of experts for development of standards for designing of didactic resources and for drafting textbooks for pre-school education that are gender sensitive; Draft curricula for 0-3 age and review curricula for age 3-6 and screened for gender orientation and stereotyping; Draft the package of standardised assessment instruments; Draft standards for educators; Review standards for infrastructure; Drafting of standards for cooperation with parents.

Working groups for the drafting of core curriculum for ISCED 0, and which includes age group 0-5 years old, has been established. These four working groups are: level coordinators working group, curriculum area coordinators group, university expert working group and educators working group. A challenge in this aspect remains ensuring the participation and commitment of working groups to continue with the implementation of priority. On the other hand, the budget for the drafting the core curriculum for ISCED 0 should be increased and opportunities should be provided for study visits and exchanging experience with developed countries.

#### **4.5. Preschool institutions management capacity**

All public preschool institutions directors have participated in training on inclusive education and have attended seven (7) modules of Early Childhood Learning and Development Standards. MEST, in cooperation with MEDs and GIZ, organized the training with all preschool institutions directors on preschool institutions management. In the following year, the focus should be in training directors in schools decentralization and financial management.

#### **4.6. Awareness-raising on importance of preschool education**

Raising awareness of parents on the importance of preschool and pre-primary education continued through the debates with parents, public institutions directors, and early childhood educators and experts. Data related to the increasing inclusion in pre-primary education show the level of parents' awareness about its importance. However, in the future, a program for further awareness raising on pre-school education is required, and also efforts should increase to expand the infrastructure and systems for accommodation of increasing demands.

## 5. Pre-university Education

During the elaboration of the initial Plan, several challenges which the Pre-university of Education was coping with were identified: the limited capacity at the central, municipal and school level for implementation of new competence based curriculum, large number of schools working in two or three shifts, the university education legislation is incompatible with the primary legislation on university education, the transfer of responsibilities from central to local levels was still in process and data about the system did not allow for evidence-based decision making. In addition, concerns about the student quality and achievement had arisen, quality control systems are non-functional and educational facilities should adapt to the new educational context. Another essential aspect was the capacity of Pre-university Education to provide equal opportunities for all, including communities and special needs cases. Infrastructure and school environment should eliminate cases of violence in schools and provide friendly environments for children. To address these challenges and priorities, the KESP Pre-university Education (PUE) 2011-2012 had listed 12 objectives:

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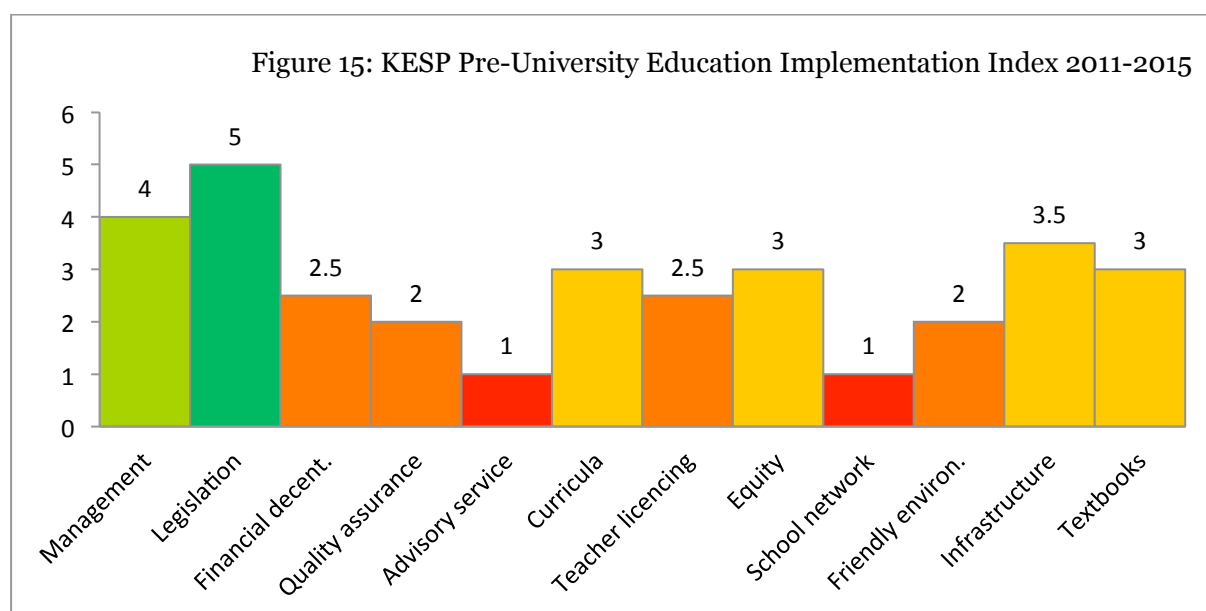
### TARGETS OF PRE-UNIVERSITY EDUCATION 2011-2016

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

**Kosovo has achieved a high level of inclusion in pre-university education, which is comparable to the European practices** – inclusions are not universal yet and still remain small social groups that are not included in the system. The **unsatisfactory achievement of pupils in external tests remains the main challenge**. Mechanisms and practice of quality assurance and accountability remain undeveloped. The process of implementing the new educational curriculum is far from the deadline specified in planning. The sub-sector is being influenced by a decline in the natural growth and the number of pupils, and this may have implications for infrastructure and teachers. Despite the progress achieved in the process of transferring the responsibilities from the central to local level, the process of transferring the financial responsibilities to schools has encountered some obstacles - lack of school capacities, lack of the school boards, and in some cases, the desire of municipalities to keep these responsibilities. The performance rate of KESP Pre-university Education is as in the following:



### 5.1. Pre-university Education Management

The first target of the Pre-university Education sub-program aims that by 2016 to build capacities for all for improved and effective system management at the central and municipal levels, as well as for an effective management of schools – including mechanisms to involve more women in management. Within this target are foreseen a range of activities: finalization of the Education Information Management System (EIMS) with the possibility of collecting and processing relevant information, training of EIMS staff for data collection and analysis, approval of new MEST organizational chart in compliance with the recommendations of functional review, training of municipal staff to carry out new responsibilities, drafting of programs for school directors qualification, defining national education indicators comparable with the UNESCO indicators, drafting human resources standards at the municipal level and organization of school directors' training. The proposed activities are quite relevant however they are more of aspects that affect all KESP programs. Therefore, in this part shall be presented all activities in relation to the program while a more detailed reflection will be given in the Capacity Building and Management Chapter.

**EMIS is operational and has capacity for generation of basic statistical reports, responsible persons for data collection and analysis are appointed at central level, however the level of data usage and capacity for their presentation is still limited** – the EMIS has been operational with the support of World Bank since 2012. In general, the data are significant and in compliance with international standards. However, the system has limited capacity to automatically generate data including those at the individual and school level. The data in the system are not integrated with other important data on population census (KSA), finance (Ministry of Finance), teacher infrastructure and database. The EMIS team regularly publishes ad hoc, annual and periodic reports, however the level of their use for policy makers at the central and local level is limited. Although there are still concerns about the data collection methodology, EIMS generates regular reports on education indicators in compliance with the international standards and UNESCO indicators. MEST has made significant progress in generating quantitative data but there are significant restrictions on gathering qualitative data, linking student achievement data with social and other factors on equal opportunities.

**In principle, MEST implemented functional review according to the centre level requirements and commenced initial steps for staff performance assessment, however the review was almost entirely a transposition of the old structure** - Between 2013-2015, MEST has implemented functional review, however that was more formalization of the old structure rather than functional re-organization. The content of job descriptions was also very similar to the old one. In 2015, with the support of Technical Assistance Project the procedure for job description and objective definition commenced. The capacity of MEST for strategic planning and professional support provision is still limited. No efforts were made for re-organization and support of functional review of MEDs. The organizational structure within MED's in many cases is inconsistent with the main lines of professional service program. GIZ has supported MEDs Collegiums in publishing an important manual for education management at the municipal level.

**A series of training programs for planning and leadership in education are implemented with the support of development partners.** – Based on the generated data by MEST (2015) about 22% of all MEST officials, inspectors, MEDs officials, school directors are trained in the training “Education Leadership”. In the other training delivered only to the school directors are trained about 402 or 35% of directors. A large number of directors and members of the School Boards are trained in the Managing Boards training, with a total number of 822 participants during the period 2012 – 2015, or 70 % from the total number.

**Table 7: Management capacity trainings 2011-2015**

No	Training	2011	2012	2013	2014	2015	Total
<b>1</b>	<b>Education Leadership</b>						
	Number	100	200	100	150	-	550
	% e total	4%	8%	4%	6%	-	22%
<b>2.</b>	<b>Training for school directors</b>						
	Number	-	-	157	245	-	402
	% e total	-	-	14%	21%	-	35%
<b>3.</b>	<b>Training for School Boards</b>						
	Number	17	258	263	284		822
	% e total	1.6%	22%	23%	24%		70%
<b>Source</b>							

- Training data are obtained from the Training Database, MEST 2015
- The number of the staff involved within the target is as follows: MEST Officials (190), MEDs Officials (320), Inspectors (63), School managers (1150)

There is no data in relation to the women inclusion in training, even though on the basis of document analysis it is noted that special attention seems to have been given to the women and community participation. The share of trainees in relation to the total number of officials trained is about 50%. The TalkON Training on Management and Communication is accredited in line with this activity, which included the majority of the MED and MEST staff and officials. In general, MEST has organized regular meetings with the municipal officials, especially in relation to the implementation of the new curriculum framework. In addition, the Training on Education Leadership is drafted and re-accredited in 2013. The training program was mainly supported by USAID, GIZ and EU, however ensuring the training continuity and knowledge management remains still challenging.

A number of municipalities have drafted their development plans with the support of development partners. GIZ and USAID supported several municipalities and schools in compiling municipal and school development plans. During this period of the Plan, about 66% of all municipalities and 24% of all schools have drafted their development plans.

**Table 8: Number of municipal and school development plans 2011-2015**

	2011	2012	2013	2014	2015	Total
<b>Municipal plans</b>	-	-	10	12	-	22
<b>%</b>	0%	0%	30%	36%		66%
<b>School plans</b>	-	-	149	126	-	275
<b>%</b>			13%	11%		24%

## 5.2. Pre-university Legislation

The Law on Pre-university Education is adopted in 2011. The Law on Education Inspectorate and Law on Children Justice are in the process of work, and are expected to be adopted in 2015. The achieved results so far are: the AI on Children Rights for prevention of dropout, adopted in 2011, the AI no.19/2012 19/2012 on establishment and enforcement of teams for prevention and response toward abandonment and non-enrolment in Compulsory Education is adopted, and AI 09/2014 for normative over professional staff of the general education is issued in 2015. Indicator is still relevant for achieving the target. The challenge remains with the development and completion of required legal and sub-legal basis on Pre-university Education.

## 5.3. Financial Decentralisation

With the adoption of the Law on Pre-university Education, the competencies of sub-sector and financial management are transferred to the municipalities of Kosovo. One of the targets of KESP was implementation of financial decentralization until 2014 by delegating the Pre-University Education financial responsibilities from (i) MEST to the municipalities, and from (ii) MEDs to the schools. During this year, 30 municipalities managed their finances at the local level in conformity with the Law on Public Finances. The specific grant for municipal education is implemented according to the formula and calculation software for the education grant.

However, despite the progress, the transfer of these financial responsibilities from MED to 778 schools encountered certain challenges. The lack of technical knowledge, the lack of school

capacities for implementation of the financial management, lack of school boards, lack of development plans and non-prioritization and lack of MED and school capacities for monitoring and mentoring, remain some of the challenges to be handled to fully achieve the sub-target. In the following year, it is recommended to review the software for the financing formula, to review the Administrative Instruction for the financing formula, build the capacities of MED and schools for financial management and strengthen accounting and reporting mechanisms of schools.

The analysis of the target indicators shows that the component for transfer of financial management competences from central to local level is fully implemented, while the financial management competences transfer from municipal to school level is in the process. Actually, only two municipalities are managing their own budget autonomously, while 30% of the schools manage their own budget. From this analysis it might be concluded that 100% of schools have their own bank account and code, what implies that they may manage their own budget like any other budgetary organizations (e.g. Ministry – MEST). In addition, 100% of municipal official are trained in budget management according to the decentralized model. The process of officials training at the school level is not satisfactory, because only 10% from the total staff are trained in managing their own budget. There are no data available on number of schools audited, although there have been audits during which in schools is stated that: “the directors of the schools are called by the Auditor General to provide explanations about their own budget and revenues, since the school directors are authorizing their own budget and they shall be accountable for their budget spending.”

#### 5.4. Quality Assurance

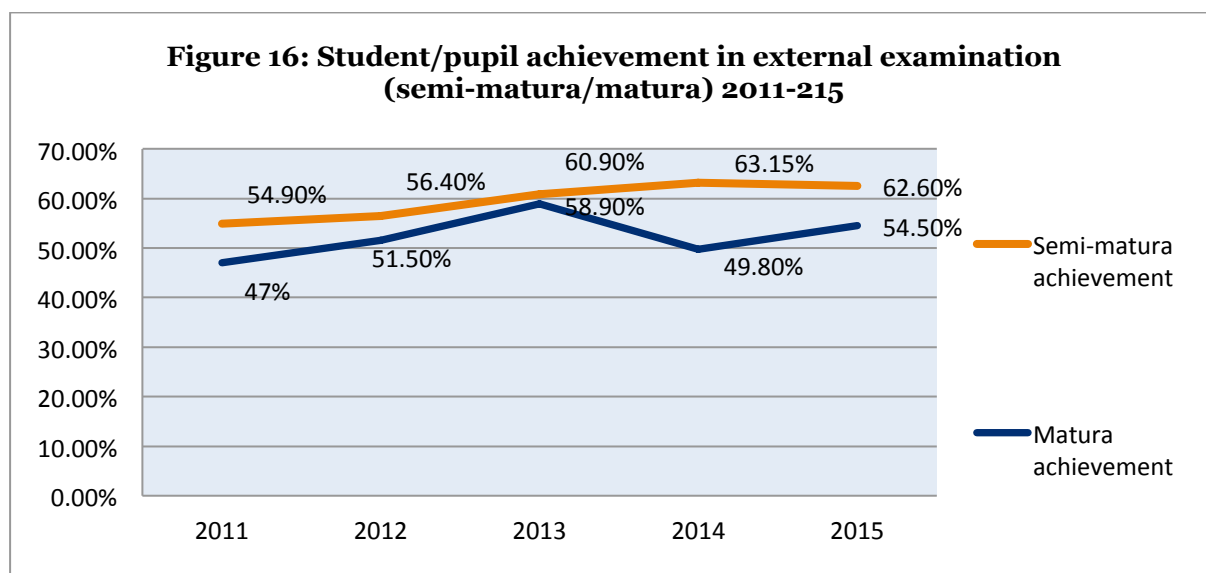
The target on quality assurance in Pre-university Education aims that by 2016 quality assurance mechanisms are made fully functional at the national, municipal and school level. Within this target is foreseen implementation of several activities: build capacities for internal and external evaluation of school performance aiming at improved quality of educational provision in schools, divide the Inspection function in two sections (administration and professional) to better perform the tasks coming from legislative changes, and establish the Authority Agency for Curricula, Assessment, and Standards to advise MEST in the respective fields. In general, the target is very relevant for achieving the objective of Pre-university Education to provide quality education through improvement of teaching staff and student achievement.

However, the activities listed within the target are incomplete and in some cases irrelevant to the achievement of the target. The quality management culture should have a coherent system of external and internal evaluation. In the context of external evaluation the priority of building students, school and teacher evaluation system. The internal quality assurance should have envisaged the building of internal mechanisms for quality assurance on legality, management, achievement of student, teaching, curriculum, infrastructure and other resources of teaching. As part of quality assurance the responsible officials for quality assurance should have been appointed, the self-assessment and improvement plans implemented.

**The student external assessment mechanisms are established and Kosovo participated in PISA 2015, however there are still concerns in relation to the mechanisms integrity and student achievement** - for students through Matura and Semi-Matura Exam. MEST conducts two types of external assessment tests of students: the Matura test which is conducted after the completion of high school and SEMI-Matura test conducts after completion of upper secondary education. The system of assessment of students completing fifth grade (5) is piloted, however it is still awaiting the systematic implementation. In 2015, Kosovo participated for the first time in the International Student Assessment Program (PISA), however the results are not published. In general, there is one institutional system and practice for student

external assessment. However, there is not practice developed yet on result analyzing and draw of consequent conclusions for policy making. Moreover, in some cases the integrity of education itself is contested due to the practices of copying during testing in the past. In the recent year, additional measures were taken to return the trust in the assessment process and to initiate projects for digitalization of the process.

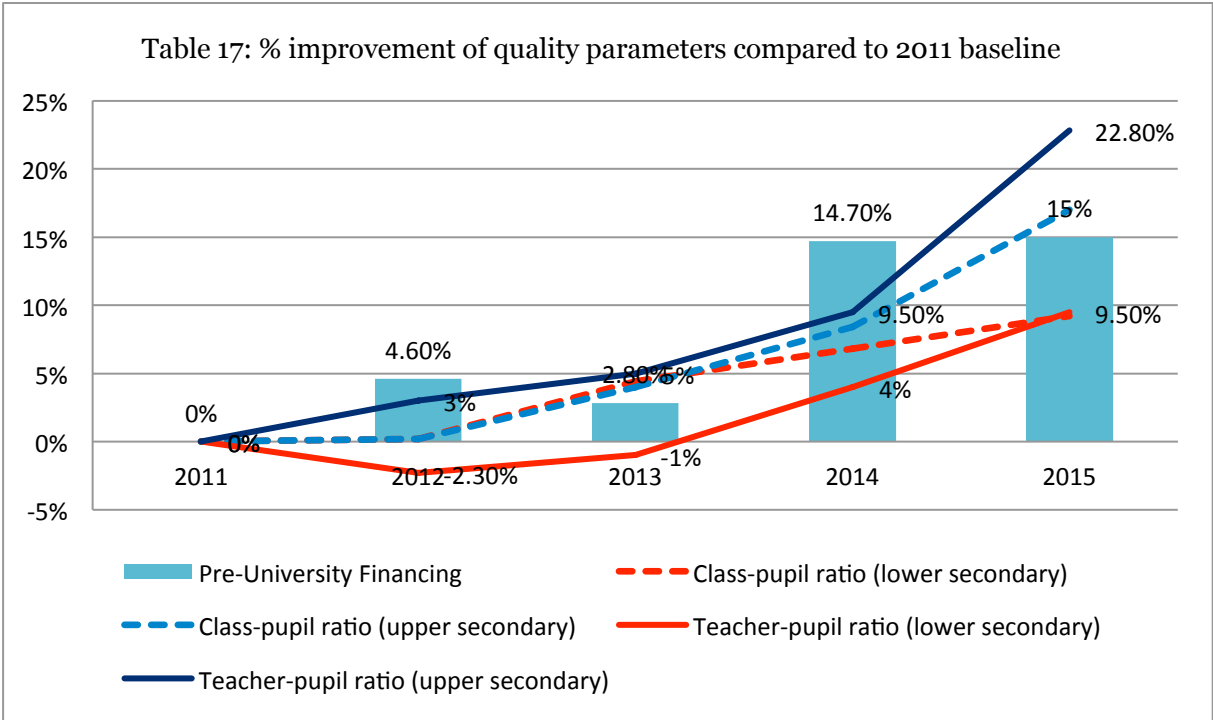
**Slight progress is made in the student achievement in the semi-Matura (grade 9) and Matura exam; however the low rate in Mathematics achievement remains a concern** – based on the MEST annual data, the result from the student external assessment in the semi-Matura exam shows a significant average increase of students of about 55% in 2011 and about 63% in 2015. Fluctuations in Matura exam achievements over the years are unusual and show the tendency of anomaly in administration, From the existing data, the students perform better in the reading segment while have very low achievement in the Mathematics (about 35%). The achievement results in International Pisa Exam 2015 are not published yet. However, interlinking student achievement with that of advanced countries would be an important instrument of accountability.



**Improvement of quantitative and financing (inputs) parameters are noted in the Pre-university Education, which, along with the teacher professional development may explain the increase in the student achievement in external tests.** – According to EMIS data, positive changes and improvement of university education inputs are noted. Significant improvement is observed in the sub-sector funding, from 188.9 million Euros in 2011 to 211 million in 2015. On the other hand, improvement steps are made in quantitative parameters of quality such as the ratio class-pupil and teacher-pupil. The student- class ratio in primary and lower secondary education on average was 17.3 pupils per class in 2011 compared to 16.4 students per class in 2015. On the other hand, there are also improvements in upper secondary education. The student per class in upper secondary education was on average 20.2 pupils per class in 2011, compared to 15.6 pupils per class in 2015.

Reduction of number of students per class and reduction of number of students per teacher are important quantitative parameters. This improvement is partially due to the demographic decline and decrease of number of students and of additional investments in teaching staff and infrastructure. However, the improvement of these parameters is noticed in the rural areas and less in the urban areas. The Pre-University Education schools in large urban centres continue to have a very high number of students per class. This is so, due to population mobility from rural to

urban areas. In future, we should try to optimize these parameters and increase investments in infrastructure in urban areas.



**The school external evaluation practice is still undeveloped due to the absence of legal framework and institutional and financial capacity** – Evaluation or inspection of schools evaluate the school performance against a defined indicator model. They reflect on both results and processes that enable the results achievement. In the most European education advanced systems, the responsibility of results evaluation and inspection implementation lies with the Education Inspectors. School inspection capacity building and school external evaluation practices are main elements to assuring quality. In Kosovo, the responsible institution for school evaluation is Education Inspectorate. There are some legal ambiguities about the scope of inspection in vocational education. The National Qualification Authority is responsible for high vocational education institution and vocational education providers. However, the Education Inspectorate has key role in external evaluation of pre-primary, primary, lower secondary, upper secondary and high general education institutions and holds responsibility to check the legitimacy of higher education institutions. The Inspectorate till recently was simply one MEST department, but with the proposal in the new law it is transformed to an Agency within the MEST framework.

In most European advanced countries, external evaluations focus on a wide range of school activities, evaluating different aspects of school management, teachers, student outcomes, infrastructure and learning environment as well as the legitimacy. The external evaluation framework in the advanced systems contains a detailed list of indicators for each component and ends through a comprehensive report on periodic basis (1-3 years). External experts, stakeholders and municipality representatives are involved in the evaluation procedure. The standardized and systematic inspection practice is not developed in Kosovo. There is no evidence that external evaluation process is based on uniform evaluation framework. The Inspectorate does not have proactive approach in evaluation to a large extent but rather is based on the response practice through ad hoc reports. The legitimacy inspection element is developed within the inspection practice and in some cases also the presence during teaching. Although the human capacities are limited (61 inspectors), the school evaluation process may be advanced through involvement of external experts and municipalities in the process.

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MEST developed legal basis that defines teacher career structure, normative and professional development. According to the definition of the Administrative Instruction, the teachers fall into following categories: regular, advanced, mentor and merit teachers. The measurement of teacher performance is regulated by the legal provisions of the Law on Education Inspectorate. However, the teacher performance evaluation system is not implemented yet. The salary scheme is linear and mainly based on pre-service achievements (qualifications) and work experience. The most common justification for failing to implement the system was lack of financial resources; however the costs for teacher salaries have almost doubled during this plan cycle and are not based on the service performance criteria. The current system allows for a temporary license and teachers are obliged to attend the number of 120 training hours.

In order to advance the **pre-university education quality management**, MEST is focused on guidelines for increasing the internal quality, implementation of mechanisms for external quality assessment and capacity building of Education Inspectorate. The Twinning Project, financed by EU supported development of comprehensive Strategy on Quality Assurance for Pre-university Education of Kosovo. During 2015 the first draft of this paper is developed, expected to be finalized further during 2015.

### 5.5. Advisory Services

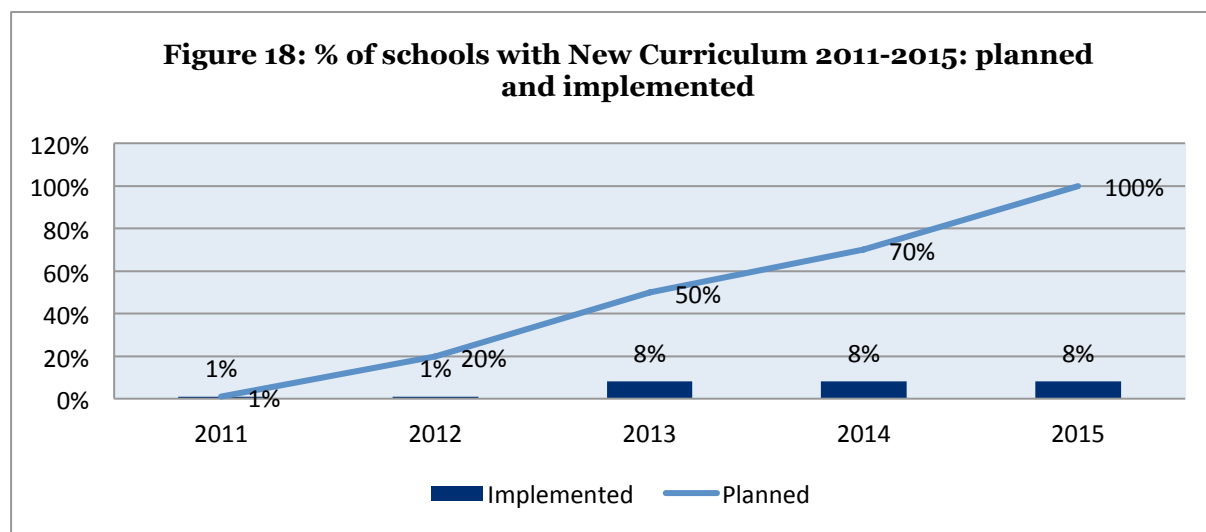
The increase of advisory services (pedagogue, psychologist and social worker services) in schools and municipalities is envisaged through this objective, and shall be coordinated between the central and local level. During the cycle of plan implementation, MEST recruited 64 school pedagogues and psychologists. The level of progress shows that the target is far from being achieved, because the percentage of schools that provide this service is below 6%. MEST with the assistance from BE changed the approach and developed the legal basis for institutionalization of advisory services at the school level. Within the inclusiveness, municipal advisory bodies are activated. As concrete result is considered the development of AI no 34/2014 - Function of pedagogical-psychological service in schools (school pedagogue and psychologist). Number of staff engaged in advisory services is expected to increase in 2016. However, instructions, work manuals and in service training in education system remains a priority for next planning cycle.

### 5.6. Curriculum

Within this target are foreseen some activities that are interlinked with the implementation of the new curriculum: an effective information campaign is organized across the country to unveil plans for the National Curriculum Framework (NCF), training manuals are drafted, curriculum writers are engaged and trained in developing curriculum based on the NCF, teachers and school principles are trained to implement new curriculum, the new curriculum is introduced to MEST and MED officers, teaching and learning materials are developed, new assessment instruments are developed and curriculum is implemented in all schools.

NQF promotes a competence based approach, developed through skill oriented learning. The shift from content based curriculum to competence based curriculum is one of the essential measures to increase level of children's achievement. The reform curriculum is structured around seven areas of learning which are implemented from pre-primary education to higher education: languages and communication, mathematics, science, society and environment, health and welfare, life and environment. Core competences include communication and expression, thinking, learning, life, work, personal and civic competencies. The new curriculum initiated in 2011 enables decentralization and school based decision-making (around 10 – 20 % of content) and creates opportunity to define additional content. However, implementation of this reform

requires more learning material resources, teacher training, new assessment instruments and active contribution from all stakeholders.



**New curriculum is implemented in 8% of the education institutions and there are delays in implementation compared with initial plans** - The new curriculum was piloted in the first year in 10 schools and then was extended to 90 other primary schools and secondary schools. Under the original plan it will be implemented in 2011-2014. However, based on the current course of the implementation, process is delaying. By the end of 2015 only 8% percent of schools are implementing this reform. The implementation process is facing a series of challenges: difficulties to transform the patterns of teaching and learning from teacher to student, difficulties to implement instruments of assessment of student achievement and in some cases the lack of adequate human and material resources. The reform creates the prerequisites for a more active participation of students, but it is especially challenging for the aged teaching staff, to which the different teaching philosophies may have become routine. On the other hand, students' learning is often associated with memorizing, therefore, the implementation of critical thinking practice and active participation require time to adapt.

**30% of teachers are trained, implementation mechanisms and aid materials are developed, however the development of learning materials according to the new curriculum is still at the initial phase** - The implementation of curriculum is extended in 92 schools in 30 different municipalities. According to the categorization of education levels, it results that the new curriculum is being implemented in 33 institutions of primary and lower secondary education, and in 59 institutions of upper secondary education. According to MEST data, 30% of teachers are trained about content aspect, didactics and competence based assessment.

**Table 9: Key activities for new curriculum implementation 2011-2015**

No	Training	2011	2012	2013	2014	2015	Total
	Number of schools implementing NQF		10	10	92	92	
	Number of municipalities implementing NQF		7	7	30	30	
	Number of NQF trainers		90	90	126	183	183
	% of trained teachers	0%	0%	0.5%	15%	14%	30%
	Number of professional teams			30	140	180	180
	Number of NQF manuals			8	8	9	9

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To ensure sustainable basis for implementation of NQF, 183 trainers in all municipalities are trained and 180 professional teams are established based on seven curriculum areas, with the teachers' participation. Professional teams are intended as instruments for good practice exchange and teacher participation. Moreover, 9 NQF manuals are developed. The new curriculum is translated in Turkish, Roma and Bosnian language. Despite the efforts, no school providing lessons in Serbian language didn't participate in the implementation process.

KESP objective on curriculum had indicated the goal for the development of the curricula in Serbian language along with the materials for teaching and learning. However, there were not concrete steps in this direction (OSCE, 2015). Furthermore, no concrete results were achieved in developing the modules of community languages for the majority community e.g Serbian language as a non-native language', 'Turkish as a non-native language' etc. The future plan should set the objective of developing modules and textbooks that provide knowledge about the identity of non-majority communities as well as take additional steps in completing all the materials for the Serbian language curriculum.

### 5.7. Teacher licensing

**The legal basis for teacher licensing, promotion and evaluation is developed, however the promotion and career upgrade is not implemented due to the absence of capacities, practice and financial restrictions** - Teacher Licensing Council has licensed about 22,000 teachers with temporary licenses. The current system allows a temporary license and teachers are required to attend a total of 120 training hours to renew license or upgrade qualifications in the case they are below the minimum requirements. The teacher performance evaluation system is not implemented yet. The salary scheme is linear and based mainly on the pre-service achievements (qualifications) and work experience. The most common justification for failing to implement the system was lack of financial resources; however the costs for teacher salaries have almost doubled during this plan cycle and are not based on the service performance criteria.

There have been initiatives to implement an upgrade without involving financial cost however these have also been limited due to the lack of a systematic approach for teacher professional development and of capacity to implement the evaluation practice.

**Important steps are made in advancing secondary legislation on teacher professional development and in establishing a system for advancing qualification and quality through trainings** - During the cycle implementation of this plan, the professional development programs in the form of advancing qualifications or teacher training were organized and supported by the central level (MEST) with the support of development partners and specialized organizations. Such a practice may have been conditioned by the lack of capacity of the school to plan and manage budgets, lack of school boards or prioritization of other education system aspects. Municipalities generally do not allocate budget for teacher professional development. However, in 2013 and 2014 two administrative instructions were reviewed: Administrative Instruction (16/2013) on the System of Professional Development and Administrative Instruction (15/2013) on Financing Teacher Professional Development. According to legal provisions, MEST is dedicated to delegate funds to municipalities for professional development, provided they are able to provide municipal development plans and selected bidders for implementation to be accredited by the central level. Municipal plan would be based on individual school plans.

Calculation of hours implemented through the data provided by the MEST (2015) shows that on average about half (50%) of teachers are included in different trainings on the new curriculum,

information technology, assessment of learning, teaching methodology and subject related training (See Table in Appendix). This shows that despite the progress in providing training, the target for including all teachers in a minimum of 30 training hours per year is not reached yet.

**Table 10: Inclusion of teachers in training given in hours and % (2011 – 2015)**  
Source; MEST 2015

	2011	2012	2013	2014	2015
<b>Number of teachers</b>	9486	13777	12381	12696	9173
<b>% total teachers</b>	41%	58%	53%	54%	39%
<b>Average training hours</b>	26	33	19	36	29
<b>Planned hours</b>	60	60	120	120	120

Some municipalities have implemented their development plans with the help of GIZ, where teacher training is one of the key elements. The organization also supported the municipalities and schools through manuals and training for drafting development plans. USAID has supported several municipalities and schools in developing educational plans for teacher professional development and has helped in the training of professional teams.. During the period of this plan, 66% of municipalities and 24 % of schools have implemented their development plans. Teacher development plans are an integral part. However, in 22 cases the schools have also created specific plans for professional development. So far, the system for the delegation of funds to municipalities for professional development has not yet been realized, let alone delegating those responsibilities to schools.

## 5.8. Enrolment

It cannot be exactly ascertained % of the drop out, although specific figures were provided. The data show a decline in the dropout rate from 2011 until the year 2014, from 0.48 in 2011 to 0.12% in 2014, while the dropout rate in primary and lower secondary shows that the total number of students who have dropped out compulsory schooling by gender in average is 51.43% female compared to 48.57% male. Dropout rates by gender in secondary education is 26.7% females and 73.3% male.

It is considered that causes to the growth of % of average dropout of male students shall be sought in the lack of supervision by the family, the deterioration of the economic situation and living conditions and the need of students to be hired as "manpower" with or without the knowledge of parents, etc. Meanwhile, in terms of community dropouts, there are no concrete records. Assessment of progress on the level of above indicators shows that there are no sufficient available data to achieve the target. In support of activity analysis, the lack of results is noticed, showing that the target is far from being achieved since the implementation rate is between 30-60%. The target is considered to be relevant to the current context and subsequent strategy, and KESP has served as a benchmark for institutional stakeholders and non-governmental and development partners.

The framework on monitoring and evaluation of the implementation of National Action Plan against School Dropout is developed with the support of UNICEF. Impact quantitative indicators are calculated and published on a national level (publications EMIS); the research on non-inclusion and children dropout is conducted and published by PIK in seven municipalities (F.Kosovë, Obiliq, Ferizaj, Klinë, Pejë, Istog,). The instruments for identification, dropout cases management and reference are designed and tested. Guidelines for functionalizing the TPRNRD are drafted and adopted by MEST. ECMI in partnership with UNICEF has supported six

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 municipalities (F.Kosovë, Obiliq, Ferizaj, Klinë, Pejë, Istog) in the development and implementation of municipal plans to include children in school and addressing dropout from school. Administrative Instruction (AI) no. 19/2012 on Establishment and Empowering Teams for Prevention and Response against Abandonment and Non-enrolment in Compulsory Education.

Support is provided to municipalities to implement AI in question through the project "Enhancing access to and remaining in education for vulnerable children and disadvantaged" supported by the United Nations Fund for Children (UNICEF) and implemented by the European Centre for Minority Issues (ECMI) in Kosovo, in coordination with MEST and municipalities involved in this project. Manual has been developed for municipal and school teams for prevention and response toward abandonment and non-registration in compulsory education which aims to empower educational institutions to enhance the quality and inclusiveness in education, in safe and healthy conditions and safe environments.

Some of the challenges are: intensification of communication between the central and municipal level regarding the implementation and monitoring of policies dealing with inclusion. Inclusion of children with social problems and with disabilities, who never enrolled in schools. The accurate identification of students by EMIS, who have dropped out, by not confusing students who move from one school to another. The awareness raising of parent community on sustainable education for their children.

7 administrative instructions are designed for the education of children with special needs arising from the Law on Pre-University Education. The main challenges are: increasing the number of inclusion of children and pupils with special educational needs at all levels of education. Increase the number of supportive teachers and assistants to regular schools to support pupils with special needs and teachers who work with them and development of parameters to calculate the budget for children / pupils with special educational needs, etc.

## **5.9.School network**

The data on questionnaire about the number of inter-municipal transfers in upper secondary education were is not accurate. The analysis shows that the target of activities is deemed not relevant to the current context and subsequent strategy, and that the target did has not serve as a benchmark for institutional stakeholders, non-government and development partners. Also, the activity analysis data is not available at all. It can be assumed that they haven't understood the nature of problem. The challenge remains to optimize the distribution network of institutions in the territory of Kosovo.

## **5.10. Friendly environment**

Based on the indicators analysis, it results that there is no relevant data about the number of violence cases for 2011-2014, while 10 cases are presented for 2015. The reasons are based on the fact that after the adoption of Regulation GRK-NO 21 /2-13 on Protocol for Prevention and Referral of Violence in Pre-university Institutions and negative phenomena. A special module was developed in EMIS for reporting cases of violence in PEUI in January 2015. The data provided about the phenomenon indicators reflects the need to undertake a comprehensive reform for student care and health, adaption of activities by levels systematic control to reduce child obesity, etc. It is considered that the target is still relevant to the current context and deserves to be planned in the subsequent strategy, although the target of KESP has served as a reference point.

The Protocol on Prevention and Referral of Violence in Schools is drafted and approved in 2013 under the leadership of the Office of the Prime Minister / OGG; Seven roundtables were organized whereby key institutions (schools, MED, centres for social work, police, etc.) are informed about their responsibilities for the implementation of the Protocol for the prevention and referral of violence in schools; the module for reporting violence in schools within the EMIS is developed and officers of 30 educational institutions (kindergartens, primary, lower secondary and upper secondary schools) are being trained in its use in conformity with the Protocol; An agenda for the creation and training of mediators for the prevention of violence in schools through which "KEC" will help create 30 groups of mediators in schools. The data for the project are presented by the University of Hamburg: Health of children in Kosovo (a representative study 10 years after the war). This project was approved by MEST and implemented in the municipality of Gjakovë/Djakovica by the NGO "Children for tomorrow" in collaboration with the University of Hamburg. (2011-2012). Data on health clinics issues in schools and their operation are provided.

The potential challenges are: re-actualization of the initiative for ambulances in schools, increasing care and continuous control of students' health. Strict adherence to the Protocol for the prevention of violence, expansion of the program offered by KEC, in coordination with MEST and OPM / OGG, which assists the implementation of the Protocol, not only in seven municipalities, as it currently covers, but also in other municipalities, and expanding the concept of school health promotion in all schools

### 5.11. Infrastructure

Based on the analysis of indicators, it results that schools in Kosovo currently operate in one but also in two shifts, although the number of schools built and renovated is encouraging. From the analysis of the data statement results that there is a systematic increase in the number of school buildings from 1148 in 2011 to 1165 in 2015 - the number of buildings constructed in the period from 2011 to 2015 has consistently been increasing, in an average of 9.4 buildings within the calendar year. Meanwhile, the real data on the proportion of pupils - m<sup>2</sup> turns out that there is a proportional increase of 2.9 m<sup>2</sup> in 2011 m<sup>2</sup> respectively in 2012 to 3.2m<sup>2</sup> in 2014 and 2015.

**From the total number of schools,% of schools in rural areas appears to be relatively small, however it has slight tendency of increase, from 3.23 in 2011 to 3.75 in 2015.** Regarding the average number of students per school in rural areas, the number is declining due to population migration in direction village-city from 165,600 in 2011 to 162,833 in 2015. As far as the average number of students per school in urban areas concerns, although there was an increasing trend in 2012 for 1,260 students, the number of students in the following years has continually decreased from 229,978 in 2013 to 220,487 in the second half of 2015. The proportion of students - class / classroom in primary education and lower secondary education, as a result of the construction of new buildings and renovation of those damaged, tends to decrease in average 1.2% per year. Thus, from 24 students per class / classes in 2011 it decreased to 20.7% in 2015. Meanwhile, the number of students in upper secondary education follows the same trend, there has been a continued decline as a result of population migration and emigration but also due to the phenomenon of school dropouts.

The analysis of indicators show that the planning made by ESPK is almost being achieved (to 2.5%), implying that 1/3 of schools shall work in one shift. It is encouraging that 35.3% of schools work in single shift, 64.68% of schools work in two shifts, while only 1.58% of schools work in three shifts. It is considered that the construction of new facilities and renovation of damaged facilities is contributing to shortening the distance school - home for 1.58m km in average, in year 2015. Number of schools connected to the water supply network has increased from 1148 school in 2011 to 1165 schools in 2015.

## 5.12. Textbooks and teaching resources

One of the main achievements, which is deemed as successful initiative is supply of 134 schools with minimum packages of learning equipment and resources. The event is accompanied by concrete actions, such as: teacher training for new curriculum implementation, teacher guidance on use of actual textbooks, as well as instructions on how to apply other alternative sources, textbook standards are drafted (Prishtinë, 2011) etc. The challenge remains equipping at least 1/3 of schools with the standard learning equipment and textbook package.

**MEST provides schools and pupils of primary and lower secondary education with free textbooks, however, there are still concerns about the lack of distribution capacity and the quality of textbooks** – as part of the textbook policy, MEST is responsible for distributing schools 1-9 with free textbooks. While they are handed over to all pupils free of charge, the schools and pupils are responsible to return them once they have completed the corresponding school year. However, few pupils fulfil this requirement and even in cases when the books are returned they tend to have already been damaged due to low print quality (UNDP, 2015). On the other hand, due to challenges in managing the distribution of textbooks and lack of monitoring capacity, there have concerns over overprinting (OUG, 2014). The rather centralised process of distribution of textbooks should be reviewed to avoid losses.

**The textbook market should be liberalised, should include more authors, be standardised with international practices and avoid social stereotypes** – despite the progress made in improving the quality of textbooks in recent years there are still concerns with regard to the content and the user-friendliness of some of the textbooks. On the other hand, the selection of authors should be reviewed in order to avoid monopolistic tendencies (UNDP, 2015). Further concerns have been noted with regard to social stereotypes (ESI, 2015). More efforts are needed in ensuring that the textbooks are in harmony with the new curriculum framework and learning outcomes. The process should ensure that textbook content is appropriate for the psycho-physical development of pupils. Standardized international textbooks in maths and sciences could be piloted in the future.

The publication of textbooks for non-majority communities is still a challenge that remains to be addressed in the next planning cycle. The lack of adequate textbooks for non-majority communities is especially noted in the upper secondary education. Even if there were some steps in providing textbooks, they tend to be translated poorly from the Albanian language (OSCE, 2015).

## 6. Vocational education and training

In the initial review stage of the Plan regarding vocational education and training were identified a range of challenges: the budget allocated for vocational education and training was small and did not guarantee prerequisite for improvement of the quality, in some cases, the VET schools operated with two shifts, with inadequate teaching staff, and there were no mechanisms for external quality assurance and equivalence, the curricula were not necessarily associated with the labour market requirements and lacked the modularized system of credit transfer. Moreover, Kosovo's National Qualifications Framework was not in compliance with the European Qualifications Framework and the description of the occupations was almost entirely lacking. The National Qualifications Authority was established shortly before the preparation of the plan and lacked the basic human and material capacities for the implementation of the qualifications framework. The occupational practice was not systemized and lacked the connections of cooperation between schools and enterprises. In order to address these challenges, KESP 2011-2016 listed eight (8) targets:

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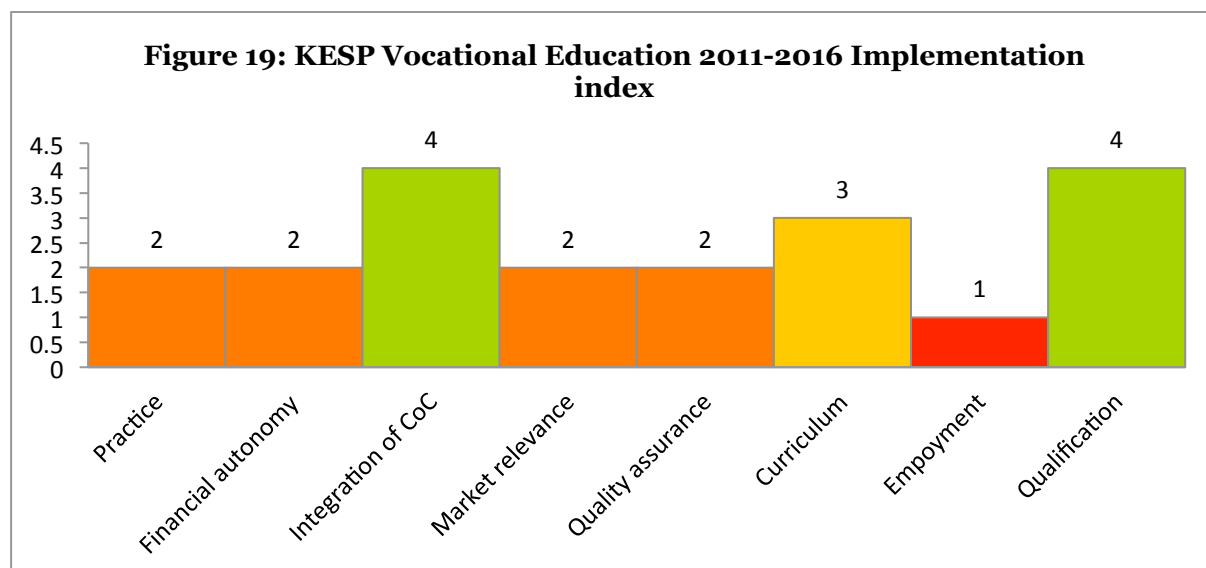
### VOCATIONAL EDUCATION TARGETS 2011-2016

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- 1 By 2014 - learners' professional practice is organized in close cooperation with enterprises and support provided to all for viable placements and a learners' career orientation and guidance system for all levels is in place
  - 2 By 2014 - vocational schools have achieved financial and operational autonomy
  - 3 By 2014 Centres of Competence are integral part of the national school-based VET system.
  - 4 By 2014 - links between professional profiles offered by VET institutions labour market and HR development strengthened and made more relevant for employment-readiness skills
  - 5 By 2016 - there is a comprehensive and functioning evaluation and QA system implemented in the VET sector
  - 6 By 2014 - VET curricula are in line with the needs of the labour market, professional standards and European good practice and are screened for gender orientation.
  - 7 By 2016-increased mobility options and employability for students in and outside Kosovo is secured
  - 8 By 2016- a functional National Qualifications Framework and procedures for, accreditation and quality assurance are in place
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**About half of pupils of lower secondary education choose one of vocational education profiles, however, the linkage of vocational education to the labour market remains a challenge that seeks immediate treatment** – it's a general conclusion that vocational education is not at appropriate level, therefore, Torino process should be applied in order to improve the quality of vocational education, which is found that currently it is not on the 12 right level. Despite the large number of enterprises engaged in providing professional practices, the number of involved interns still remains very low. Establishment of cooperation between schools and enterprises has been one of the main challenges for sub-sector of vocational

education. Capacity building, especially of the school staff to ensure the quality that is required by the labour market, capacities for ensuring the cooperation between schools and enterprises such as: provision of instructors who deal with the interns engaged in enterprises, review of existing standards of profession and establishment of missing standards. On the other hand commencement of the accreditation process for vocational schools by the Ministry does not seem to be a feasible option within a short-term plan. The level of implementation of KESP -Vocational Education, according the index is as follows:



### 6.1. Professional Practice in vocational education

In order to address the challenge of lack of the systematic framework of the professional practice in vocational education, the Plan listed a series of activities: develop a coherent system of career guidance for those who enter the VET system as well as for those that return for further education and training, the career guidance system shall be linked dynamically with the relevant labour market information system, develop a national career guidance service framework, develop strategy for improving professional practice that reflect inclusion, develop a national career guidance service and identify and train at least one officer in every municipality for career guidance and counselling despite training of teachers for career guidance and encouraging the inclusion of women. Other activities consist of developing equitable criteria for students who finish the professional practice, establishing a stimulating mechanism for enterprises providing professional practice, licensing of enterprises, establishing a National Centre for Career Guidance and developing policies for health and welfare for students during the practice.

There is no structured linkage between vocational schools and businesses, thus established a lack of confidence and doubt for the quality of VET system offer. In 2013, MEST issued the strategy for Professional Practice 2013-2020 and prepared two guidelines for enterprises and vocational schools, aiming to provide the opportunity for larger cooperation, but until now there is yet no any inter-ministerial agreement to facilitate this cooperation and for development of public-private partnerships in the field of VET. Moreover, MEST by the abovepapers is trying to increase the cooperation with representatives of social partners, businesses and private sector for drafting the policies, developing the occupational standards and also the curricula as well as developing entirely the reforms in the field of VET. In this context, also the number of agreements of vocational schools and enterprises for professional practice is increased, but it is not sufficient. Furthermore, the career guidance services and tracking the employment of the graduates lack in

the most of VET Schools and the number of students who benefited from these services is very small.

In 2014, MEST adopted the Administrative Instruction (AI 05/2014) which regulates the purposes, structure and responsibilities of the Agency for Vocational Education and Training and Adult's Education (AVETAE). The Council for Vocational Education and Training (CVET) functioned according the Law on Vocational Education and Training. The Agency is functioning and it is in consolidation process. On the other hand, the Council formalizes the participation of institutional stakeholders, labour market and social partners in policy-making related to vocational education and determining the strategic priorities within MEST. Functioning of these mechanisms is expected to positively impact on creating a more coherent approach in vocational education, connecting all relevant stakeholders, both researchers and providers of vocational education, advancing priority of VET and **linking vocational education to labour market needs**.

In order to **improve the linkage with the labour market**, MEST, during 2014, focused in supporting vocational schools for: (i) increasing the number of cooperation and agreements with labour market and employment entities, and (ii) supporting and guiding schools in implementing the Strategy for Professional Practice. About 60% of pupils in vocational schools were provided with opportunity to engage in professional practice and have been identified over 700 different agreements with business, public and social entities for professional practice.

## 6.2. Financial and operational autonomy

In order to achieve the target on strengthening the financial and operational autonomy, the Plan envisaged some activities to be implemented, such as: analyse costs of schooling programmes in VET schools in 13 pilot municipalities, develop a separate formula for financing of VET schools depending on profiles, develop a system that provides equal possibilities for scholarships for women and communities, simplify financial management procedures for school accounts, develop financing criteria for schools with specific profiles and a smaller number of students, train VET school principals to manage autonomous financial operation, review number of VET schools and reduce their number compared to the location of Centres of Competence and preparing the map of vocational education providers.

Despite the positive developments in financial autonomy and capacity building of school managers, it is necessary further decentralisation and autonomy in relation with the budget of the VET schools for planning, guidance and managing by municipalities at school level in order to link school priorities with budget allocation. This shall be supported by developing the capacity of the director to manage school budget. It is necessary to develop more effective systems and more flexible budget of VET schools to meet the different needs of VET profiles, because the expenditures change in a large scale. The administrative and bureaucratic procedures on generating own revenues, financial resources and management needs shall be simplified, VET institutions shall be encouraged and stimulated in this regard. This will have a major impact on the provision of skills which are demanded by the labour market. The governmental policy shall take into account the establishment of formal post-secondary programs of VET within the CoC, with flexible programs in order to meet the changing needs and personal development to ensure financial sustainability.

In order to govern the **operational and financial autonomy** of vocational education institutions, MEST adopted the Administrative Instruction (AI 01/2014) on organization and planning of the educational process in vocational education and training, and Administrative Instruction (AI 07/2014) on conditions and criteria for economic activity of VET institutions. This

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 represents a further step in governing terms and conditions for economic activity of vocational education institutions. The Administrative Instruction enables institutions to expand their service and production activity, manage their own resources, engage external experts in the learning process and govern staff engagement in production and service activities.

Whereas, in relation to public financing of vocational education and training institutions, were considered the opportunities for (i) the establishment of a sub-sector budget at the central and municipal level, whereas MEST is considering the possibility of changing the funding formula by relevant sector/profiles. Due to this legislative activity, but also other actions to train school managers and establishment of special budget codes, therefore one can consider that the KESP target on advancement of 61 vocational schools autonomy is achieved. However, there are some technical difficulties in recovering own funds from municipal education budget.

MEST proposed funding model for vocational education institutions; however, this is under development process. There are difficulties in establishing different funding levels and profiles, depending on the particular vocational education infrastructure needs. The finalization of this process is one of the KESP vocational education sub-program 2014 targets; however, due to the need for further discussions and elaboration, this priority activity is expected to be addressed during the next year. Following the adoption of KESP, vocational education sector obtained high share of funds from development partners; however, last year noted a decline in contributions. Therefore, in order to advance further the operational and financial autonomy, as well as to develop plans to cover external assistance decline, vocational education funding formula should be addressed and resolved. Also, an action plan to enhance the co-funding opportunities shall be developed.

### **6.3.Integration of Centres of Competences**

During the elaboration of the Plan, the Centres of Competences were established by the government, but their sustainability was not clearly specified. In fact they were established to provide upper secondary education which were under the responsibility of the municipalities, but were intended as central initiatives in support of vocational education. In order to integrate the CoCs, the plan envisaged some activities: develop in more detail the concept of CoCs, by defining their place in the VET system and how they integrate in the school network and the community, develop a formula for sustainable financing of CoC and VET schools depending on profiles., train teachers from other schools within the CoCs and provide training infrastructure, update modular based subject curricula for the CoCs with 20 profiles per school and develop CoCs to function as career guidance and counselling sites, and provide information on labour market, (professional practice and employment opportunities)

There are many positive impacts in the centres of competences regarding infrastructure, their capacity building, and development of occupational standards according to labour market needs, modular curricula based on competences and learning materials. Moreover, the analysis of expenditures was carried out for 18 profiles, but the financial sustainability of these CCs after cessation of support from development partners shall be ensured. Because the occupational profiles which are provided in those CCs have significant expenditures and the budget in these schools is insufficient to ensure development and sustainability. Hence, the concept for these centres shall be reviewed and to transform them into multi-functional centres, as what they are established for.

MEST, during this reporting period, in addition to mandating AVETAE to support the development of current Centres of Competence (CC), approved the Administrative Instruction (AI 07/2014) which regulates advancement, autonomy and functioning of VET institutions. These

actions would result in establishment of an institutional structure and administrative rules for governance and ***promotion of Centres of Competence*** in compliance with the strategic priority of vocational education sub-program. In addition to the commitment for supporting three current Centres, MEST drafted support plans for advancement of two new Centres of Competence i.e. secondary school of Machinery (Prishtina) and technical school (Prizren). The Ministry accelerated its efforts to turn CoCs into resource centres for other vocational schools and to share good practices for facilitating the satisfactory implementation process of vocational education conditions and criteria. The complete implementation of other CoCs advancement subprogram targets is conditioned by budgetary constraints.

#### 6.4. Relevance of profiles for labour market

**The practice of collecting the labour market data is developed but the mechanisms and capacities for institutional coordination and inclusion of stakeholders are lacking.** - The improvement of Labour Market Information System and establishment of an effective link between EMIS and Employment Regional Centres and other stakeholders is imperative. Hence, the agreement concluded recently for HEIMS and integration of Management Information System in pre-university education, with university education and Labour market Information System, had a very positive development. However, the mechanisms for identifying and projecting the employers needs for skills in the future shall be improved in order to plan better the VET system. Moreover, the drafting of the core curricula Framework for VET, reviewing of existing curricula of VET and developing new modular curricula based on competence according to the occupational standards which meet the criteria of NQA for accreditation, based on the labour market needs and development plans of the Government, remains a challenge. Alongside curricula reforming, it is necessary also the capacity building for the transition to labour market and the increasing of graduates employment rate.

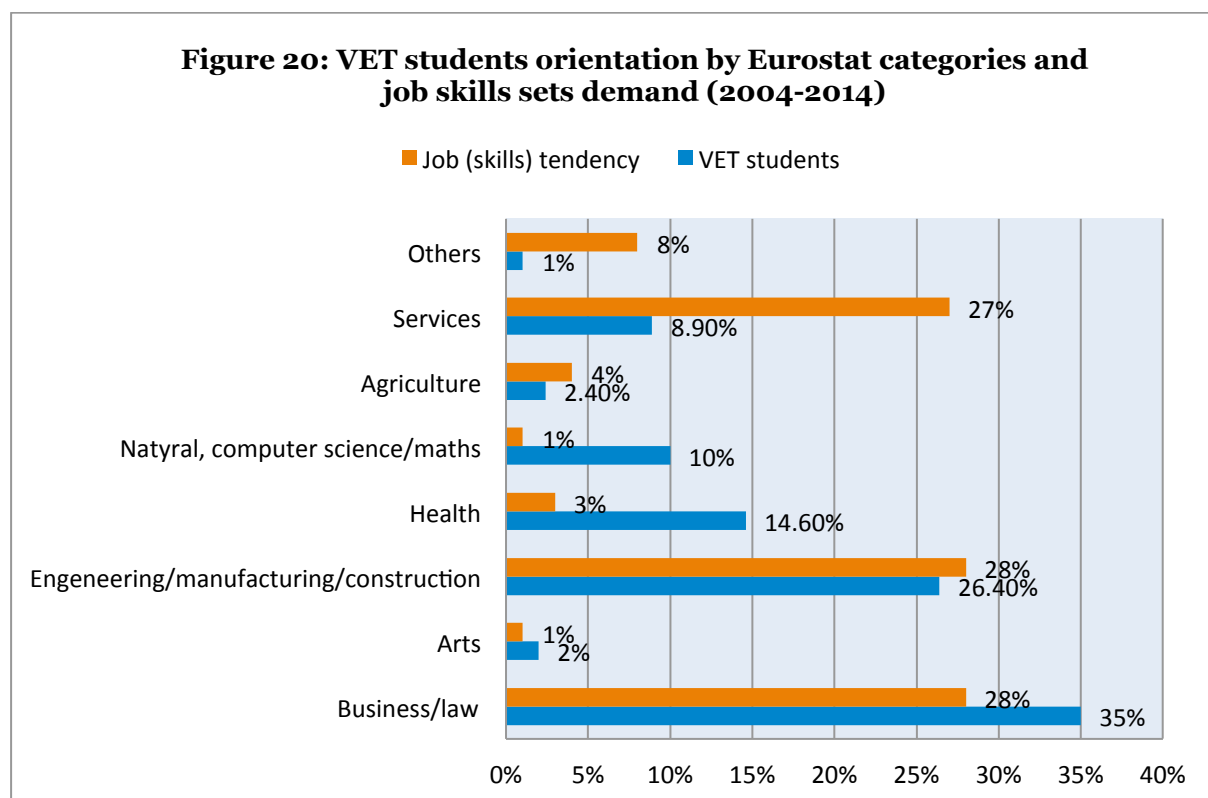
**The practice, mechanisms and capacity for analysis, correlation and projections of the labour market needs are lacking** – There is missing any active available system to link labour market data with education in Kosovo, and there is no evidence that they are used to reform profiles in vocational education. Currently there are three data systems that can be used to produce approximate estimations: Labour Management Information System (LMIS) maintained by the Ministry of Labour, data related to work force by the Agency of Statistics (KAS) and studies for perception of enterprises related to the business environment where the skills of the workforce are one of the dimensions of BEEPS (2013) by World Bank. Kosovo is in an urgent need for a data processing system that links data of ISCED categories of education and Eurostat with the data of categories of employment (ISCO) and economic sectors (NACE). Quantitative static data can be useful to provide numerical indication about the labour market demands, but they shall be combined with qualitative data (BEEPS) and productivity of workforce (OECD). The quantitative correlation with the labour market does not necessarily mean that the workforce reached the adequate level of quality.

**The labour market in Kosovo, does not generate sufficient jobs for absorption of the workforce, and the demand for some profiles of skills remains uncovered, whereas the number of unemployed students is increasing, because they are profiled in a sector with a low demand or with lack of transferable skills** – The labour market in Kosovo faces with two structural problems which are related with the extend and quality of education system. Initially, the labour market demand level is low and the trend of workplaces generated in the recent years does not guarantee the employment of graduates. Secondly, there is the problem of inconsistency in the qualification quality and labour market – there are some economic sectors that copes with lack of proper skills. The outcomes of Enterprises Survey by

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 BEEPS (World Bank, 2013) show that about 76 % of enterprises in Kosovo reports that the skills and education of workforce represent problems for business operation.

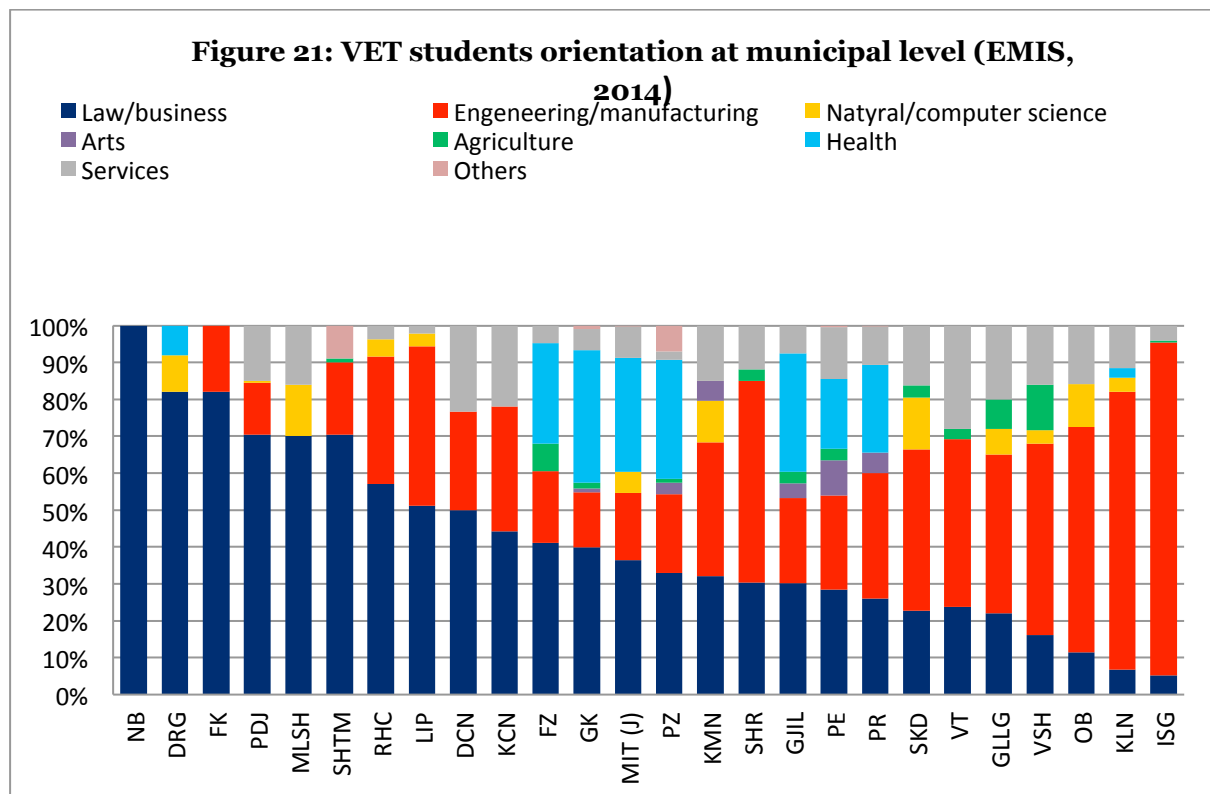
On the other hand, the participation of workforce with higher education in the private sector is only 7 %, of the total workforce employed with this sector. This is significantly lower than the average participation of employees with tertiary education in the workforce in Kosovo, for about 20% (OECD, 2015). Besides employees with tertiary education, the enterprises report dissatisfaction with the level of the skills of employees with upper secondary vocational education. The employers report that the workforce lacks the adequate general transferable skills, such as communication, problem solutions, numerical-mathematical skills, customer services, etc. This highlights the importance of the quality of primary and secondary education which sometimes is not considered in the discussions in light of linking education to labour market needs.

**The upper secondary vocational education system pupils are highly oriented in the field of social sciences, business and law, medicine and computer science, whereas it is noted the orientation below the level of work opportunities with skills from the field of services, processing/manufacturing and agriculture** – The study on vocational education profiles suitability is not the primary purpose of this assessment. However, the assessment incorporates some rudimentary data which provide initial indication on this phenomenon. The assessment compared the data on the number of students registered in profiles of vocational education (EMIS, 2014) with the number/trend of jobs generated by skills during 2003-2013 (KAS, 2014). Categorization of profiles and workplaces skills is achieved through skills categories of Eurostat. The initial data show that the number of the upper secondary education students who attend the profiles of health and welfare category is about 5 times higher (14.6%) than the number of workplaces generated in this sector, in the last decade (3%). There is a small discrepancy but sensitive between the number of workplaces established in the categories of social sciences, business and law (28%) with the number of pupils who study these profiles (35%).



Whereas in certain categories there is higher number of pupils than the labour market absorption capabilities, there are some sectors where the number of pupils is lower than the trend of jobs generated. There is a significant discrepancy between the number of pupils in the services category (9%) with the number of workplaces generated in the last decade (27) %. The number of students in profiles in services, such as personal services (hotels, tourism, hairdresser and aesthetics), transport services, nature protection and care of animals and security services of property and physical security are about 3 times smaller than the potential of labour market. There is a modest discrepancy in the category of engineering, processing and construction, where the number of the students of these profiles is higher but still under the potential of labour market. This provides indications that the vocational education shall ensure a higher number of students in existing profiles or new ones in the food processing, machinery, wood processing, metals processing, rubber processing, electrical equipments, carpentry, plastic processing, textile and leather processing

**There is a significant discrepancy between the labour market needs and industrial profiles of municipalities and orientation of pupils and profiles provided in upper secondary vocational education** – By analyzing the profiles and orientation of students by municipalities, can be noticed some anomalies and discrepancies of educational offer with the labour market demand. Vocational education in the municipalities of Novobërdo, Dragash, FushëKosova, Shtime, Rahovec and Deçan are surprisingly mainly oriented on profiles of law and business administration by ignoring or underestimating the importance of agriculture, processing and services. On the other hand, the orientation of students in the profiles of engineering, production and construction, is very high in the municipalities dominated with agriculture and rural development. Almost all pupils of vocational education in Istog and Klina are oriented in profiles with modest contribution to local economies. Agriculture and veterinary are almost completely ignored in the municipalities with developed agriculture, such as Rahovec (vineyards), Dragash (flora and fauna), Mitrovica (livestock and fish), Peja (agricultural and food productions), Kamenica (plants and wood processing).

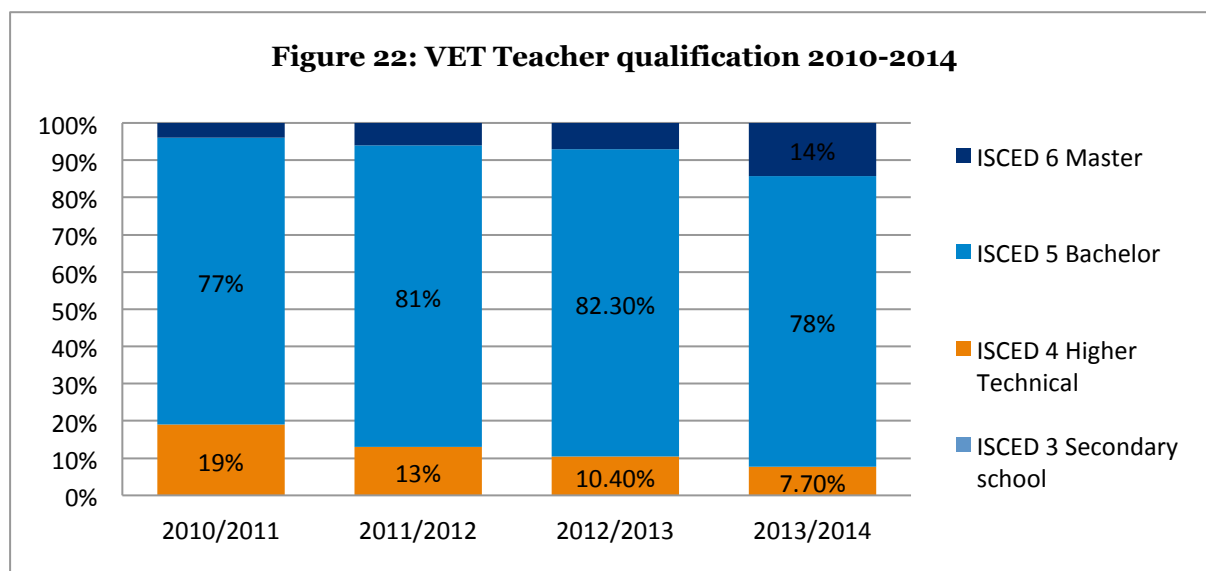


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In other municipalities such as Hani i Elezit, Gllogovc, Mitrovica, which are known for metal extraction and processing, the orientation of pupils in respective profiles is very small or non-existent. The number of students in the field of health and welfare in regional medical centres (Mitrovica, Prishtina, Prizren, Ferizaj, Peja, and Gjilan) is very high in comparison with the employment opportunities. Moreover, some of the pupils underestimate the following profiles, their importance of services like radiology, anaesthetists, dental technician, pharmacy, physiotherapy, and midwife and prefer studies in poorly specified profiles. It is noticed a lack of profiles and adequate number of pupils in the field and skills of personal services, home services, physical security, aesthetic care, hairdressing, tailoring in large urban areas such as Prishtina, Ferizaj and Prizren. The need for skills and professionals in the field of services shall be about five times larger than the current orientation of students. There is no need for detailed analysis on labour market to notice the discrepancy rate with the education offer. It is required an urgent response to correct this situation by using the external evaluation process for the (non) accreditation of the profiles, or by using financial incentives for priority fields and partial financing for other fields.

**It is noticed a progress in advancing the educational qualification level of teaching staff, but it is difficult to conclude any positive impact, as far as qualifications may be outside relevant subjects and limited by the lack of advancing pedagogical skills**

– An important element for linking with labour market and improvement of quality in vocational education is also the teaching staff. There is no special program for preparation in vocational education for advancing the qualifications. The University of Prishtina made some progress in drafting a master curriculum focused on vocational education. However, improving the quality of teaching depends largely by the capacity of the education system to balance the staff with subject pedagogical skills, but also staff with specific experience from the labour market and industry. From the data analysis is noted a moderated progress in advancing the qualifications of staff from 2010/2011 until 2013/2014 (KAS, 2014). The level of teachers with advanced tertiary education and university is significantly increased (94 %), whereas the number of teachers with higher technical qualification is reduced.



Vocational educational systems, as well as the pre-university system in general, lack the external assessment practices and internal quality assurance and management mechanisms. The plan envisaged that this priority shall be addressed by implementing a series of activities during 2011-2016: revise the system of assessment and quality assurance based on Kosovo and European best practices, capacity building for assessment and quality assurance within the sector, develop

standards competence based assessment and modular approach, develop procedures for recognition of prior learning and develop procedures for recognition of previous education.

The National Qualifications Authority has built and is implementing the mechanisms for quality assurance in VETI. Moreover, it organized a range of trainings for assessment, self-assessment, mentoring, and external and internal provision of quality in all regions and all VET institutions. Despite the fact that it has a very limited number of staff, however, it managed to provide support to all VETI in drafting the self-assessment reports, plans and improvement and as a result all of these VETI managed to draft these reports. However, the status of quality coordinators, in the majority of vocational schools, was not resolved accordingly. But what is the most important is that the quality of VET system is at a very unsatisfactory level and this was confirmed also by Matura exam in the first term in June 2015, where only about 31% of vocational schools students passed the exam. Moreover, also in the validation process of qualifications and accreditation of VETI, were included only two private VS, whereas the public VS are not yet included in this process yet.

Strategic orientation of KESP regarding **quality advancement** consists in creating a comprehensive and functioning assessment and quality assurance system in vocational education. In this context, it is prioritized the building of the structure of quality assurance and recognition of prior learning. During 2014, MEST approved two Administrative Instructions to reinforce efforts for implementing this priority, the Administrative Instruction (AI 32/2014) on the criteria and procedures for quality assurance in vocational education and training institutions - internal processes, and the Administrative Instruction (AI 02/2014) on the number of students with modules and VET qualifications, resources, infrastructure, education, student safety.

The establishment of a quality management system includes also other related legal and institutional developments. It is worth highlighting: (i) the quality assurance internal mechanisms; (ii) programme and institutional external quality assurance mechanisms; (iii) other relevant mechanisms in the process assessing legal framework implementation - Education Inspectorate. In the context of quality assurance internal mechanisms, MEST drafted an AI that mandates the establishment of quality assurance offices and staffing and implementation of the annual self-assessment. During this year, all vocational schools have completed the self-assessment reports, although there is still room for quality improvement. The parameters of staff, infrastructure, resources and other relevant guidelines will enable the establishment of clear quality reference. Also, MEST adopted the Administrative Instruction on the recognition of prior learning.

NQF is another body established by MEST for quality assurance in VET system and through which NQA carries important functions related to quality assurance: validation (e.g. approval) of qualifications, accreditation of institutions, assessment quality assurance (verification) and approval of certificates issued by VET schools. NQA capacities to implement provided process for institutional accreditation of vocational schools are limited; however, preparatory plans and discussions took place in this regard. In addition to the New Curriculum implementation progress, MEST engaged in schools awareness raising regarding the role of quality through development partners. In order to facilitate the international comparison of learning, MEST, in 2014, implemented PISA international student assessment project, and organized the Matura exam.

## 6.6. Curricula and occupational standards

During initial discussions in relation to the vocational education was concluded that the development of curricula was partly detached from economic developments and contained forms

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of continuity of conditional function by the developments of the past decades. Addressing this priority meant the review of occupational standards and curricula as well as their regulation according the contemporary trends in vocational education. The plan envisages the implementation of some activities; Develop of standards for VET curricula in cooperation with the industry, analyse methods for curriculum development and the labour market data, review number of profiles provided by the vocational education, develop standards for 10% of occupations till 2012 offered by vocational education and the needed learning materials and update curricula based on market needs and human resources development priorities. Moreover, it was envisaged that by 2016, the occupational standards will be developed and all curricula and learning material will be reformed.

The profiles and curricula for CoC supported by development partners, observed the necessary procedures to establish a VET system based on demand, hence by first developing the occupational standards. However, despite the review of curricula for all profiles due to 13<sup>th</sup> class, most of them remain irrelevant to the labour market and the same were reviewed without any proper analysis and without priorly being developed the occupational standards. The curricula which are currently being provided are mainly of two types; the curricula of occupational theory subjects and modules of professional practice and modular curricula. Therefore, the system shall be properly established for analysing the lack of skills, building occupational standards for priority sectors and develop curricula based on competences according the Kosovo Curriculum Framework of NQA for validation of occupational qualifications.

The process of ***piloting new curriculum and core curriculum*** in vocational education is under implementation in two schools (Lipjan and Prishtina) while in the following year, the network coverage is extended to three schools in Gjilan, three schools in Ferizaj, six schools in Prishtina, 4 schools in Peja, 5 schools in Mitrovica, 2 schools in Prizren and 2 schools in Gjakova. Currently, the piloting process is implemented or is under implementation in 27 vocational schools. Piloting process was preceded by the teacher training in seminars for implementation in practice of Curriculum Framework, methodological and practical aspects of planning the implementation of new curriculum and teaching methodology, teaching materials and student achievement assessments. Teachers benefited from practical guides for each field of the new curriculum.

Also, MEST has approved three Administrative Instructions: Administrative Instruction (AI 35/2014) on criteria and procedures for validation and approval of national qualification and accreditation of institutions providing qualifications in Kosovo, Administrative Instruction (AI 16/2014) on qualifications and post-secondary education modules - their appointment and function, and the Administrative Instruction (AI 31/2014) on prior learning recognition.

## 6.7. Students Mobility and Employment

The targets aimed that until 2016 to ensure mobility and employment options for pupils in and outside Kosovo. Within this priority were listed a series of activities: collect labour market information by utilising information and resources from the Ministries; of Labour, Trade, Chamber of Commerce and Agency of Statistics, develop programmes that ensure increased interest and mobility of the labour force, increased employability and transfer of credit points, develop EMIS and train school administrators to maintain records on employment of pupils, evaluate pilots of learner tracking, develop strategies for support of businesses of VET graduates, promote and support programmes for start-up businesses, develop longer-term progress pathways for pupils to higher levels of ISCED 4 and 5, establish government scholarship schemes for 50 students every year to engage in a six months internship outside the country .

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In this regard, despite some progress and very limited initiatives, there are stagnations and it has been made a very little progress. Grants for development of business plans and the establishment of new businesses are mainly supported from partners and are very limited in number, whereas the scholarship system mainly covers a limited number of pupils from RAE community.

### **6.8. National qualifications system**

The target envisaged that by 2016 a functional national qualifications framework and procedures for accreditation and quality assurance are in place. Within the objective formulated in 2011 are envisaged some activities related mainly with the capacity development of National Qualifications Authority: the institution has employed the necessary staff and established the appropriate capacities for implementation of the national qualifications framework, the staff and experts of NQA perform the pilot accreditation of programs and institutions as well as the procedures for implementation of qualifications framework are drafted. Moreover, MEST supports schools and institution during the accreditation process of programs and institutions.

## 7. Teachers' Professional Development

Teacher's professional development within KESP 2011-2016 was set as a special sub-program to address several challenges that teaching staff was facing at the time of initiation of the plan. The system in general aimed at improving the quality of pre- and in-service education mechanisms of teachers. In addition to academic training, teachers must pass a certain period for pedagogic education. At the time of initial plan there was a fragmented structure of preparation of the teachers and several faculties from University of Prishtina were involved in the process. The primary goal in the dimension of pre-service qualification was to unify standards, link the educational offer with market demand and to develop mechanisms for the inclusion of teacher from non-education faculties. The dimension of the after-service training was oriented towards building the skills of teachers in provision of the new curriculum and improving teaching methods. The TPD plan had 13 targets:

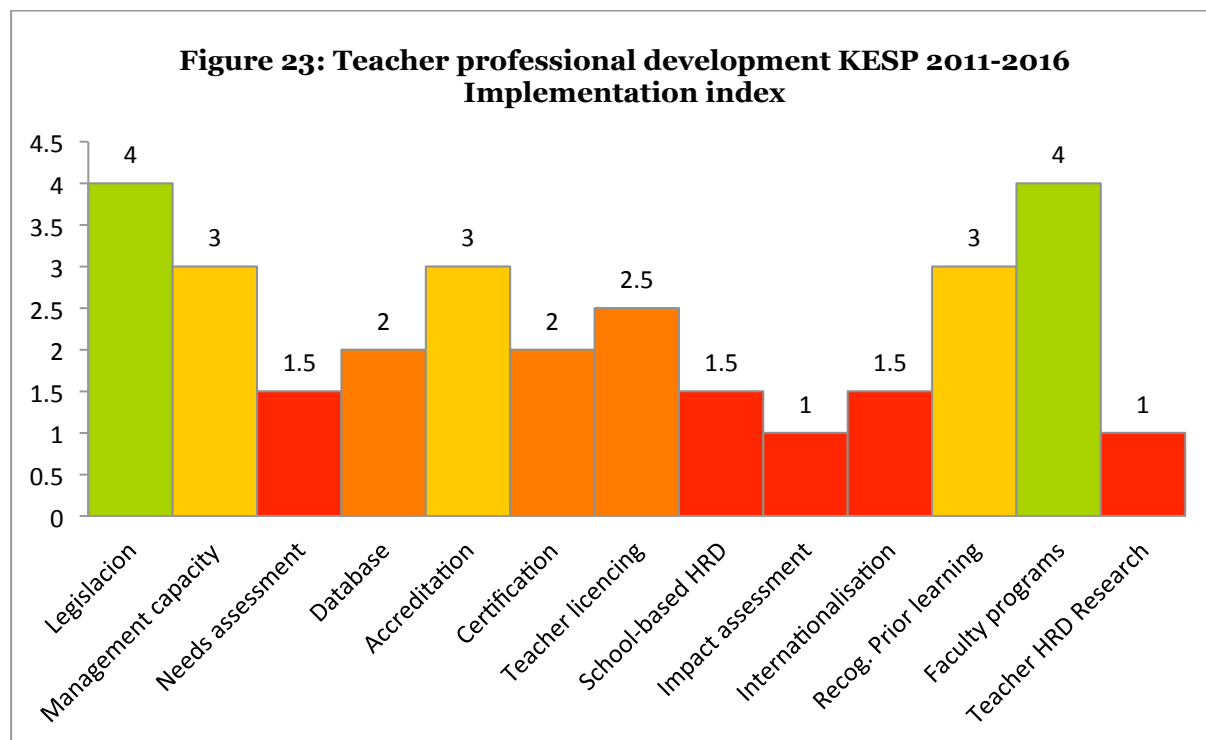
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### TEACHERS' PROFESSIONAL DEVELOPMENT TARGETS 2011-2016

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- 1 By 2016 all administrative instructions on TD are harmonized with the effective legislation and are being implemented.
  - 2 By 2016 at least 80% percent of the representatives of MEST, MEDs and school principals are trained in accredited leadership and management programmes and gender parity is improved.
  - 3 By 2014 have been built capacities for needs assessment and evaluation of TPD.
  - 4 By 2014 have been built the system for entering the data of the trainings
  - 5 By 2016 accredits at least 40 professional development programs based on the teacher's training needs.
  - 6 By 2016 MEST in cooperation with the NQF certifies and licenses trainers of TPD programmes
  - 7 By 2016, 90% of teachers have renewed their licences, whereas 5-10% have been promoted to a higher-level ensuring equity and gender parity
  - 8 By 2016 school-based professional development has been established in all schools to ensure sustainability of training received
  - 9 By 2016 mechanisms are in place and functioning for monitoring and evaluation of training programmes and its impact
  - 10 By 2016 at least 15% of education officers and teachers have participated in joint regional and international TPD programmes
  - 11 By 2013 learning in non-formal education and in-service training are recognised by teacher education faculties for purposes of teachers' qualification/requalification
  - 12 By 2016 all teacher education programmes are fully harmonized with MEST policies, whereas 80 per cent of their staff have been trained in TPD programmes.
  - 13 By 2016 there are increased research opportunities in teacher education faculties
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**Despite the progress achieved, the implementation rate of KESP 2011-2016 TPD is low (averaging 2.3) compared with targets and initial activities** - The greatest progress is observed in the drafting and updating of legislation for teachers' professional development and harmonization of the pre-service qualification programs with Curriculum Framework. Key elements of this sub-program are covered by administrative instructions but lack the sustainable mechanisms for implementation of the legislation. Significant progress is noted in advancing the qualifications of teachers.



The practice on accreditation of professional development programs have been developed, but human and material resources are limited. Important steps have taken place in the teacher licensing and management capacity development. The legal bases on teachers' licensing have been reviewed and teachers have been licensed through the provisional modality of teachers however the practice on performance assessment and promotion based on licensing criteria still lacks. There is no coherent practice of assessing the needs of teachers although at the municipal level some steps have been taken in the drafting of plans for professional development of teachers. With the exception to some isolated cases, there is no best practice in assessing the impact of training on teaching.

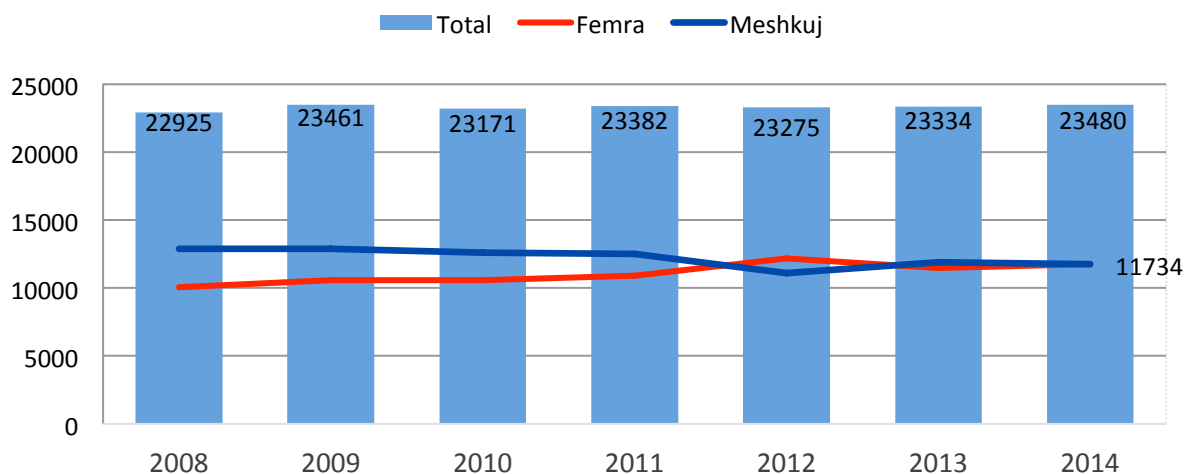
**In general the capacity for policy making in professional development of teachers is limited in the absence of a coherent data collecting system** – The evidence on the teaching staff is quite fragmented in different databases, such as in EMIS regarding the number of teachers, the database on teacher licensing in regards to training. However, the institutional capacity and human resources for centralized collection, monitoring and evaluation of teachers is absent. The absence of a strategic framework of indicators about teachers has been concluded during the assessment process and great difficulties were encountered in finding and analyzing of the data. The statistical data are available but scattered while it is difficult to find the dynamic data on the quality, performance and correlation with the learning achievement. There is no practice of the study and monitoring of qualitative indicators.

**TPD activities are inconsistent with the targets or sometimes have less impact to influence the shift of trends** – KESP 2011-2016 on professional development (TPD) is

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 surprisingly poor. Objectives are often unclear and in some cases are micro activities about the training and are not strategic goals. The objectives do not correspond with the objectives and the weight of the envisaged activities is often small to achieve goals. In general, the future plan should establish an objective and adequate activities in relation to the development of pre-service teacher, an objective on the development of in-service teachers including mentoring, an objective with regard to working conditions and recruitment, an objective about quality management on teaching including student-teacher relationship, normative and evaluation of the performance, an objective with regard to equal opportunities (gender, ethnicity and age) and one concerning the management system of human resource development on teaching (policy development, external evaluation, data collection and assessment of needs).

**The gender parity within teachers has been improved reaching a balance between male and female teachers, however, female teachers dominate in the lower level schools while male teachers at higher levels** - Teaching staff in Kosovo between 2010/2011 and 2014/2015 is almost same as far as the number concerns. However, replacements and ongoing retirement has been serving to achieve gender parity.

**Figure 24: 2008-2014 number of teachers by gender (EMIS, 2015)**



Gender balance of the workforce has changed considerably in recent years. The number of female teachers has increased by 2,000 compared to 2008 (EMIS, 2015). However, more detailed analysis indicates that the rate of female teachers is almost total in pre-school education and dominates in primary school levels. The balance fluctuates in the favour of male teachers in the highest levels as of lower secondary and upper secondary education.

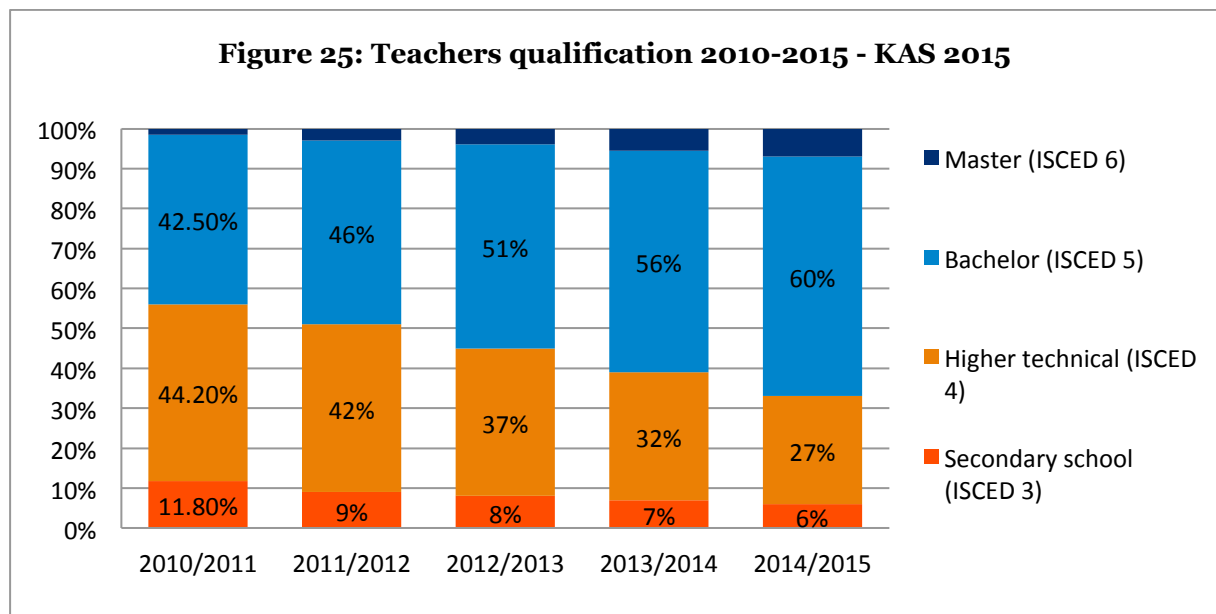
	ISECED 0 (preschool)	ISCED (1-2) primary and lower secondary	ISCED 3 Upper secondary	Total
<b>Male</b>	0.3%	53.4%	61.2%	49.8%
<b>Female</b>	99.7%	46.6%	38.8%	50.2%

**Very high participation of > 50 years old teachers in teaching staff-** The data on the age of the teachers indicates a tendency towards aging of the workforce. About 41% percent of teachers are older than 50 years old and Kosovo is among the European countries with the highest percentage of teachers over 50 years old (Eurostat 2012/EMIS 2015). The age structure brings on the surface a high presence of young teachers under 30 years old (14% percent) -

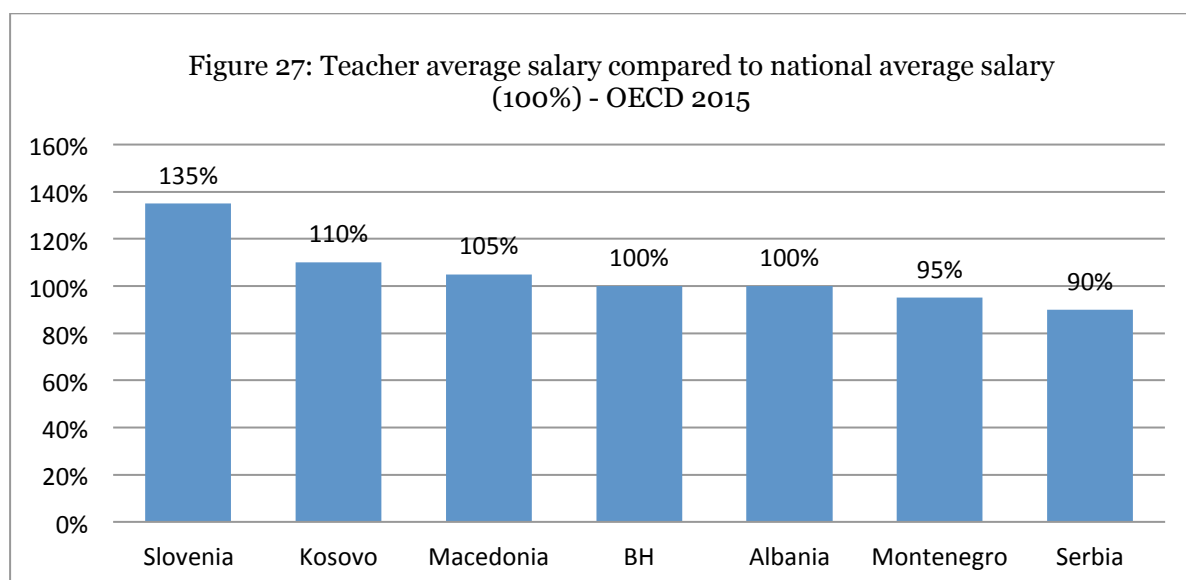
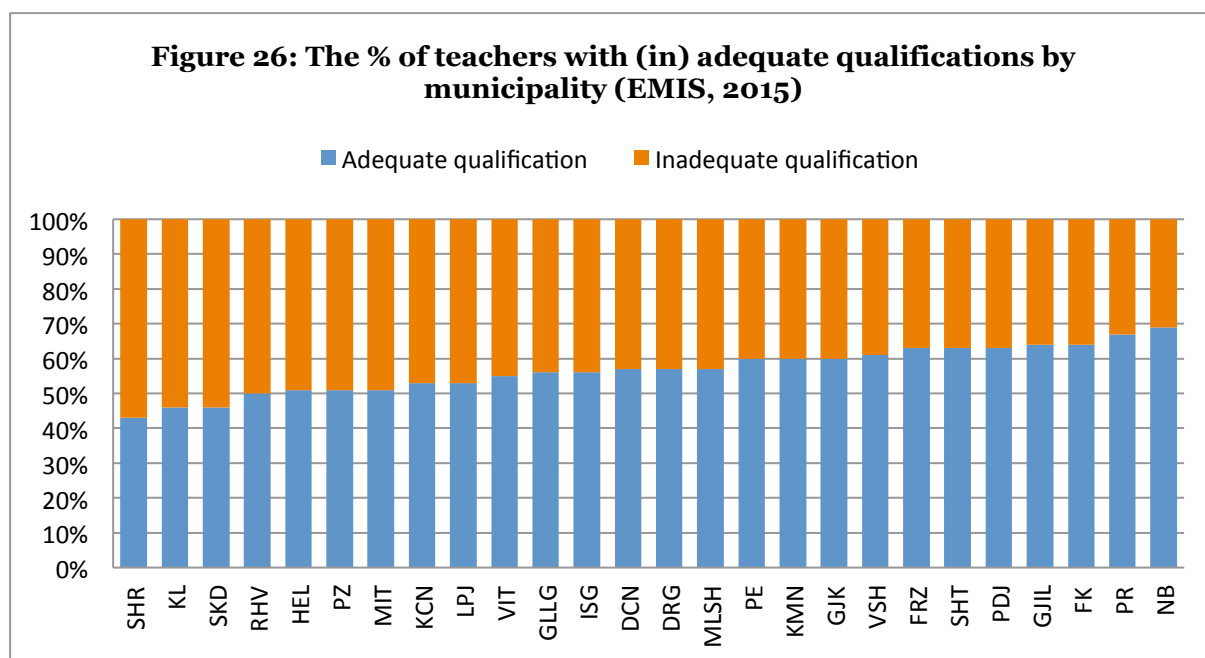
significantly higher than the EU average (28). On the basis of these data, in some cases we can conclude that the teaching staff has a unusual structural composition. The high rate of elderly teachers implies that in the coming years we expect a high trend of retirement (about 500 per year) and intense recruitment activity.

The high rate of elderly teachers in some cases is interpreted as an obstacle especially in the proces of reforming the teaching routines, didactic approach and implementation of new curricula. The possibility for the renewal of the workforce is not necessarily a positive aspect since most of the teaching staff derives from previous higher pedagogic school and with greater experience. Recruitment of young workforce can have a positive impact only if it includes 10% of the best students and external filtration standard in the form of national test for the profession.

**A significant progress in advancing teachers qualifications; however, the rate of unqualified teachers and teachers qualified in non-relevant subjects is about 42% percent. Wage increase in a linear way and bypassing the system of performance appraisal and career promotion can adversely affect the motivation of staff** – according to data presented in the graph a significant reduction in the percentage of teachers with secondary education and vocational high school is noted, out of 56% in 2010/2011 to 32% percent. At the same time there is an increase on the number of teachers with university qualification.



**Significant improvement of teacher's working conditions** - Teacher salaries are nominally low in all countries of South-Eastern Europe. However, the salary of teachers in Kosovo is among the highest in the region. There are two kinds of indicators to monitor the pay and working conditions for teachers - teacher salaries in relation to average wages and annual income of teachers in relation to GDP (GDP) per capita. However, the salary of teachers in Kosovo is among the highest in the region. There are two kinds of indicators to monitor the pay and working conditions for teachers - teacher salaries in relation to average wages and annual income of teachers in relation to GDP (GDP) per capita. Improving the image of the profession and working conditions evidenced by the increasing interest of students to apply for teacher qualification programmes. On the other hand, workload and teaching normative in Kosovo, approximately 20 hours per week, is significantly lower than in advanced European countries (between 25-40 hours).



### 7.1. Legislation for teacher's professional development

MEST has passed an Administrative Instruction (UA 09/2014) that regulates the normative for professional staff of general education. The aim of this administrative instruction was to determine teaching normative on professional staff of general education in pre-school, pre-primary and secondary education. The legal instrument stipulates that educational institutions all teachers below the age of 51 that are engaged in the teaching activities and who do not have the adequate qualifications for their subject areas of teaching are obliged to continue professional advancement through on the job training. The professional development is realized through programmes and profiles set by MEST and professional development accredited programmes. During this period of time MEST has adopted another Administrative Instruction (AI 25/2014) on teacher licensing with the purpose to create a coherent teacher licensing system that is based on the qualifications, experience, professional development and performance. The new administrative instruction defines the types of licences and the licensing criteria.

MEST has also passed two important administrative instructions on Teacher performance evaluation and Teacher professional development. Administrative Instruction (AI 14/2013) on teacher performance evaluation stipulates the performance standards, bearers of evaluation process and performance evaluation instruments. Administrative Instruction (AI 16/2013) stipulates the modalities of teacher professional development and regulates the role of MEST and municipalities in the process. Whereas the Administrative Instruction (AI 15.2013) regulates teacher's professional development funding.

MEST through this legal instrument preserves a part of its budget for teacher's professional development and is dedicated to delegate that to municipalities provided that they demonstrate the existence of concrete projects and plans for teacher professional development and are based on accredited institutions.

## 7.2. Management capacities

By 2016 at least 80 % of MEST representatives, inspectors, MED officials and school principals are trained in accredited leadership and management programmes and gender parity is improved. Within the scope of the target a series of activities are foreseen, including: regular meetings between MEST, MED, schools and community, preparation and accreditation of the programme on educational leadership taking into account gender parity, organizing leadership and management trainings for MEST staff, MED and school principals taking into account gender parity.

Based on the data generated by the MEST (2015), about 22% percent of the MEST officers, inspectors, MED officials and school principals in the framework of the training "Educational Leadership" have been trained. A larger number of principals and school board members were trained in the training for Governing Boards, 822 participants during 2011-2015, or 70% percent.

**Table 13: Management trainings for education leaders**

Nr	Training	2011	2012	2013	2014	2015	Total
<b>1</b>	<b>Educational Leadership</b>						
	Number	100	200	100	150	-	550
	Total %	4%	8%	4%	6%	-	22%
<b>4.</b>	<b>Training for school directors</b>						
	Number	-	-	157	245	-	402
	Total %	-	-	14%	21%	-	35%
<b>5.</b>	<b>Training for School Boards</b>						
	Number	17	258	263	284		822
	Total %	1.6%	22%	23%	24%		70%

### Source /explanation

- Training data are obtained from the Training Database, MEST 2015
- The number of the staff involved within the target is as follows: MEST Officials (190), MEDs Officials (320), Inspectors (63), School managers (1150)

There are no data regarding the rate of women's involvement in the training, even though based on document analysis, a special attention to women and community participation is noted. From the processed results it is understood that despite the compressed training activity the target for training of 80 % of the officers was not achieved. The rate of trainees in relation to the total number of officers is about 15%. In line with this activity were organized the Talk On programme trainings and during 2015 were trained 40 officers from MEST and MED. MEST in general

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 organized regular meetings with municipal officials and especially in the framework of implementation of the new curricula. During 2013 was drafted and re-accredited the Training for Educational Leadership. This training programme was supported namely by USAID, GIZ and EU and remains a challenge on ensuring the continuity of training and knowledge management.

### **7.3. Training needs assessment**

By 2014 capacities were built for assessment of training needs on professional development as part of the intentions for the assessment of teacher's training needs. In order to achieve this objective, drafting of procedures and criteria for assessment of needs for professional development and engage an agency to conduct an assessment of needs and capacity building for evaluation was envisaged. During the analysis of results in achieving this goal there was no progress observed towards building such a system. Training needs assessment is an essential part in the planning of human resources development in the teaching staff. Such a delay may also result from the lack of a holistic and long-term approach in development of teachers.

The evaluation team has encountered some difficulties in collecting the basic data for teachers. Initiation of training programs should be preceded by an assessment of training needs or gaps that exist in the teaching staff. These processes are accomplished in consultation with teachers, principals, schools and other stakeholders. However, there is no evidence for any qualitative or quantitative preliminary study on this issue. In optimal terms, Teachers Professional Development Division should have a periodic mechanism which determines the general, municipal, school and individual needs. This consultation process can be accomplished through a survey of selected sample if there are difficulties in wider consultations. On the other hand, municipalities and schools have a key role in the assessment of needs, but there is no mechanism that summarizes these inputs in the process of training needs assessment (TNA). In the absence of practice or human resources the Division should engage or conclude a sub-contract with specialized organizations in this regard. There is no evidence indicating that this may have been accomplished during this cycle of implementation.

During interviews with stakeholders the team was informed about several initiatives on assessment of these needs and studies conducted by GIZ, USAID and Pedagogic Institute. The assessment team has come across some documents which address the ex-post training impact assessment conducted by PIK and GIZ. However, the assessment of training needs is done ex ante. In the framework of the activities it was foreseen the engagement of an Agency which conducts assessment of the needs of capacities and evaluation. However, this activity has not been completed. The team estimates that there are difficulties in understanding the process of planning and building human resources in the education system. The framework of stakeholders engaged in the process is fragmented and oriented on projects supported by donors. It is necessary to build capacity and practices within the MEST for such process. Furthermore, the practice of coordination of stakeholders (municipalities, schools, teachers, unions, faculties) about these priorities is limited. Training in the shape of workshops is almost the sole mode and there is no evidence if the suitability of other processes such as of on the job training and mentoring was assessed.

### **7.4. Training Database**

The goal on building of a training database foresees that the software system be operational by 2014. In the framework of this goal have been included several activities: establishing a software program for training programs and trained teachers, drafting of procedures for entering the data on trainings, training of the responsible persons for data entry. The database for entering of the data on training programmes and trained teachers was built in technical terms but cannot be

concluded that it is functional. During the evaluation process team encountered difficulties in collecting the basic data. Despite the fact that in the frameworks of this process 7 inspectors from the regional offices and one official from the MEST were trained for population of training data, still there are difficulties in accessing and processing of the data for purposes of the evidence in decision-making. The required data for trainings and programmes had to be calculated manually. During the discussions with stakeholders in the process, it was claimed that the difficulties of access and use of data can result either due to lack of a system for data entry or because of the technical complexities. However, building of the database for entering and registering of the data was envisaged as an essential mechanism in the licensing and teacher's performance appraisal process. The evaluation team assumes that the importance and the focus on generating collective or individual reports may have been diminished as a result of lack of institutional steps towards implementation of teacher performance appraisal and promotion.

**7.5. Accreditation of TPD programmes**

Target envisages implementation of a range of activities related to drafting and implementation of training on the new framework, pedagogical training, subject matter and those related to information technology and vocational education. Furthermore, the target aimed at the implementation of the process on accreditation of short training programmes and publishing of the training catalogue. In this context it is also foreseen the encouragement of higher education institutions in providing training programmes for in service teachers. Based on the analysis of data presented it results that considerable progress has been made in the accreditation of training programs, provision of trainings for non-educational profiles and publication of a training catalogue. However, the data of the recent catalogue are not updated, although according to MEST plans new catalogue will be published at the end of 2015. On the other hand, the offer on training courses from public education institutions is still limited.

**Table 14: TPD Trainings Accredited**

1	The number of accredited programmes	147
2	The number of non-educational programmes	23
3	The number of programmes in the catalogue	87
4	The number of training programs by HEI	10

A large number of trainings were of the pedagogical, methodical and subject matter character (see Table of trainings in the Annex). Furthermore, about 810 teachers of the vocational education and about 300 pilot school teachers who implement the new curriculum were trained on teaching methods. The system for registration of the trainings for teacher still fails to record all the data in the database because of lack of human resources and in some cases there are some uncertainties regarding the criteria for reporting of the data.

**7.6. Certification of the trainers**

The aim of the plan in the framework of this goal was the realization of several activities: the organization of training of trainers for different training programs and organization of training of trainers for different communities. Based on the course of the activities reported by MEST, trainings were organized with trainers and a large number of the trainers were certified according to the methodology TOT (Training of Trainers). Implementation of this activity is done in the frameworks of the AI (4/2010) where besides to the accreditation of training programmes the trainers of the programme must be certified too. Certification and training is accomplished with the help of GIZ, USAID and the European Commission (Twinning Project). In the framework of

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 the efforts for implementation of the new curriculum were trained 1317 facilitators as part of implementation of BEP/USAID project. There is no data on the number of the trainers of non-majority communities.

### 7.7.Licensing and promotion of teachers

Licensing and promotion of teachers is mainly conditioned by the development of a system for evaluating of teachers performance. According to European best practice assessment can be done either individually or as a component of external evaluation of schools. Performance evaluation processes take into account various elements of performance including student achievement, school performance, the level of qualifications and in-service performance. There are different practices of implementation of the assessment and they vary in the different European countries - the school board (Netherlands), school director (Slovenia), the cascade system where the municipal director assesses the director of the school, the school director evaluates senior school teachers and senior teachers evaluate younger teaching staff (Slovakia).

**Kosovo has developed the legal basis for the licensing, promotion and performance evaluation of teachers but is not implemented in the absence of capacities, practice and financial constraints** - MEST has issued an Administrative Instruction for Teacher Licensing in 2010 but it was reformed by the new Instruction (25/2014) which guarantees a more coherent system of licensing and promotion based on qualifications, experience, performance and professional development. However, the performance evaluation system of teachers is not yet implemented. Salary scheme is linear and based mainly on the achievement of pre-service (qualifications) and work experience. The most frequent justification for not implementing the system has been the lack of financial resources however spending on teachers' salaries have almost doubled during this cycle of the plan and are not based on in service performance criteria. The current system allows a temporary license and teachers are required to attend a total of 120 hours of training in order to renew their license or advance their qualifications licenses if they are below the minimum requirements. By the end of 2015, TLC has licensed about 22,000 teachers with regular licenses. There have been initiatives to implement a promotion without financial cost however these have been limited by the lack of a systematic approach to teacher professional development and capacity to enforce the practice of evaluation.

As part of that target has been the organization of at least 30 hours per year for approaches to teaching in various aspects of the subject, pedagogical, methodological and other knowledge. Calculation of hours realized through the data provided by the MEST (2015) shows that on average about half (50%) of teachers were involved in different trainings on the new curriculum, information technology, assessment of learning, methodology of teaching and training on subject matters (See Table in Appendix). This shows that despite the progress made in the provision of training, the target for involvement of all teachers at least 30 hours of training per year is not yet achieved.

**Table 15: The involvement of teachers in training expressed in hours and % (2011-2015). Source: MEST 2015**

	2011	2012	2013	2014	2015
<b>Number of teachers</b>	9486	13777	12381	12696	9173
<b>Total % of teachers</b>	41%	58%	53%	54%	39%
<b>Avg. training hours</b>	26	33	19	36	29
<b>Hours planned</b>	60	60	120	120	120

## 7.8.School-based professional development

In most European educational systems, plans for continuous professional development are prepared at school level and are often mandatory. However, the central level authorities decide on priority themes and activities. Furthermore, the central authorities also determine what additional training must teachers attend in order to qualify for a higher position. In some other systems is required that teachers have individual professional development plan. However, the most applied practice is that schools have a professional development plan for teachers while the central and municipal level have support activities and quality insurance. Activities such as qualifications or training provided undergo either the accreditation process of higher education institutions or training accreditation. Education Inspectorates in many cases, make recommendations on where schools should focus. The most common form of professional development financing is in the form of additional funds for schools while in other countries schools decide according to needs, circumstances and development plans.

In Kosovo, during the Plan implementation cycle, professional development programs in the form of advancing qualifications or teacher training were organized and supported by the central level (MEST) with the support of development partners and specialized organizations. Such practice may have been conditioned by the lack of school capacity to plan and manage budgets, lack of school boards or prioritization of other aspects in the education system. Generally, municipalities do not allocate budget for professional development of teachers. Nevertheless, in 2013 and 2014 have been reviewed two administrative instructions: Administrative Instruction (16/2013) on the professional development system and Administrative Instruction (15/2013) for the financing of professional development. According to legal provisions, MEST is focused on delegating funds for professional development of municipalities, provided they are able to provide municipal development plans and that the providers selected for implementation are accredited by the central level. The Municipal plan would be based on plans of individual schools.

Some municipalities, supported by GIZ, have implemented their development plans where teacher professional development is one of the key elements. The organization has also supported the municipalities and schools through handbooks and training for drafting development plans. USAID has supported several municipalities and schools in developing educational plans for professional development of teachers and has helped in the training of professional staff. During the period of this plan, 66% percent of municipalities have implemented their development plans and about 24% of schools. Teacher development plans are an integral part. However in 22 cases the schools have also created specific plans for professional development. So far, the system for delegating professional development financing to municipalities has not yet been realized, and even less delegating those responsibilities to schools.

**Table 16: Number of development plans in municipalities and schools 2011-2015**

	2011	2012	2013	2014	2015	Total
<b>Municipal plans</b>	-	-	10	12	-	22
<b>%</b>	0%	0%	30%	36%		66%
<b>School plans</b>	-	-	149	126	-	275
<b>%</b>			13%	11%		24%

However as part of plans to implement the new curriculum, were taken important steps in the training of about 100 school-based coordinators, about 720 facilitators and 1150 professional activities. This structure should be an essential part of the school-based development system not

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 only for the implementation of the new curricula but of the entire school-based professional development system. In general, the target and activities were carried out 50% percent. Some of the necessary mechanisms have been established but were not taken any decisive steps in added financing to make them more stable.

### **7.9. Training monitoring/assessment**

Within this goal is foreseen implementation of some activities, the definition of responsibilities for monitoring training at MEST, MED and schools level, the establishment of mechanisms for monitoring and evaluating the TPD programs, drafting the plan and instruments for assessment, organizing regular process of monitoring and evaluation, drafting the evaluation report together with recommendations and capacity building of specialized teams to monitor, mentor and advise teachers after attending training programs.

During interviews with stakeholders, the team was informed about several initiatives for training impact assessment carried out by GIZ with regard to training supported in some municipalities, USAID. A good example of the training impact assessment is the activity of the Pedagogical Institute (KPI) related to training on the new curriculum. Such an approach should be expanded and systematized in all training processes. However, the team estimates that there are difficulties in understanding the process and the importance of monitoring and evaluating the training impact. Activities of assessing and monitoring the training impact are mainly initiatives of organizations that support such training. There is no coherent system, instruments and capacity to carry out an assessment and regular monitoring of the training impact. In the framework of activities is provided that MEST, in cooperation with municipalities, to issue an annual report about this process, however this activity was not applied regularly. It is necessary to build capacity and practices within the MEST for such process. Also, the practice of coordination of stakeholders (municipalities, schools, teachers, unions, faculties) about these priorities is limited.

### **7.10. Participation in international activities**

The objective aimed to support the mobility of teaching staff within the initiatives and regional and international activities. However, such an objective can be considered as advanced for the system development in general. During the process of implementing the plan were organized regional meetings in various projects, mainly in Albania, Macedonia, Slovenia, Serbia and Turkey. It is estimated that about 950 teachers have participated in activities. However, the participation rate of around 4% percent of teachers is far from the intended target of 15%. A better participation and exposure to international experience is indicated in MEST officials (about 28%). There have been some relevant study visits in many countries with advanced education systems. The team estimates that in the future must review a sustainable mechanism for mobility, exchange of staff and improvement of qualifications with regional countries such as Albania, Macedonia, Serbia and Montenegro and other countries in the EU such as Slovenia, Latvia, Bulgaria. The exchange of experiences and best regional and international practices during education system reform and of professional development of teachers is very important, especially for MEST, MED and school directors.

### **7.11. Recognition of Prior Learning**

Within the target, which foresees that by the end of 2013, the learning from non-formal education and in-service training are recognized by the university, on the occasion of the training/qualification of teachers, were provided some primary activities: development of policies for equivalence of formal and informal education, developing policies for equivalence of teachers' pre- and in-service and the establishment of mechanisms in educational faculties for recognition

of learning by non-formal education and teachers' in-service training. During the period of the cycle plan was achieved a significant progress in upgrading teachers qualifications. According to figures provided by MEST, during 2010/2011-2014/2015 were registered around 5184 teachers in the qualification advancement program for (NEA) while 4296 had graduated. From the data provided is understood that about 25% percent of the teaching staff have been involved in this program offered in cooperation with the Faculty of Education (PU) in four regional centres (Prishtina, Prizren, Gjakova and Gjilan). In 2015, was taken the decision on qualification of teachers/pedagogues but has not been implemented in the absence of the Faculty of Education capacity (UP). The legal basis and mechanisms for recognition of prior learning and non-formal education prior and during the service is not yet approved.

### 7.12. Harmonization of faculty programs

In 2011, MEST has proposed a new structure for teacher education programs based on recommendations from the evaluation of the programs of the Faculty of Education. In the following year was taken the decision by which all higher education institutions should review educational programs in accordance with the provisions of the Kosovo Curriculum Framework and the recommendations of the Kosovo Accreditation Agency (MEST, 2012). Highlights of the new structure of programs for training pre-service teachers were the programs of teacher education based on cases which result in a Master's degree (300 ECTS), out of which 180 ECTS (3 years) in academic training and 120 ECTS (2 years) in pedagogy and practical teaching. Also, teacher education programs should include academic training provided by academic units, pedagogical training and practical instruction offered by the Faculty of Education in all levels and profiles of education. This decision did not affect the change of the structure of Preschool Education where training programs result with Bachelor title (240 ECTS).

Table 17: Number of Education programs and students: University of Prishtina 2015

University of Prishtina			
	Program	Level	Total No of students
1	Primary education	BA	599
2	Preschool education	BA	268
3	General pedagogy	BA	255
4	Albanian language program	BA	255
5	English language program	BA	179
6	Information Technology Program	BA	193
7	Math/Informatics program	BA	170
8	Physics-chemistry program	BA	80
9	Biology-chemistry program	BA	141
10	Geography-Civic education program	BA	222
11	History -Civic education program	BA	162
12	Leadership in education program	MA	46
13	Teaching and curriculum program	MA	54
14	General pedagogy program	MA	66

Preschool and primary education programs are also established in the University of Prizren, Gjakova, Gjilan and Mitrovica

Table 18: Number of education programs and students: other public universities

	Program	Level	Total No of students
<b>University of Prizren</b>			
1	Primary education	BA	181
2	Preschool education	BA	150
<b>Universiteti i Gjakoves</b>			
3	Primary education	BA	327
4	Preschool education	BA	317
<b>Universiteti i Gjilanit</b>			
5	Primary education	BA	133
6	Preschool education	BA	104
<b>Universiteti i Mitrovices</b>			
7	Primary education	BA	128
8	Preschool education	BA	58

### 7.13. Scientific research teacher professional development

The Scientific research in professional development of teachers is generally limited. During this reporting phase was established the Institute for Research and Teacher Professional Development in the Faculty of Education, University of Prishtina, however it was not encountered in any research strategy, specific projects or allocation of funds for this purpose. The academic staff is mainly oriented in teaching, whereas the research projects are individual initiatives in isolated cases. Basic teaching research projects are mainly covered by international or non-governmental organizations. Within the MEST, the researches about the education system are implemented through the Institute of Pedagogy (KPI). During the meetings and discussions with stakeholders appeared the necessity to divide work and clarify the role of the KPI in relation to IHZH.

## 8. Higher education and science

During the process of drafting KESP 2011-2016 within the sub-program for higher education, were identified some challenges. Firstly, higher education was lacking a legal framework for the operation of higher education institutions. Participation in higher education was very low and required increased capacity for a larger number of students. Increased number of students' means increasing the budget for higher education which had its challenges, while education had also other sub-sectoral priorities. Also, the plan prioritised building mechanisms to connect the programs with labour market demands. The quality management practice was relatively new in the context of higher education in Kosovo. Environment for higher education learning was inadequate both in terms of infrastructural aspect, as per the lack of means of concretizing and learning. On the other hand, the degree of internationalization and mobility of teaching staff and students was very low in the context of internationalization of higher education. In order to address these challenges, was identified a number of targets:

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### HIGHER EDUCATION OBJECTIVES 2011-2016

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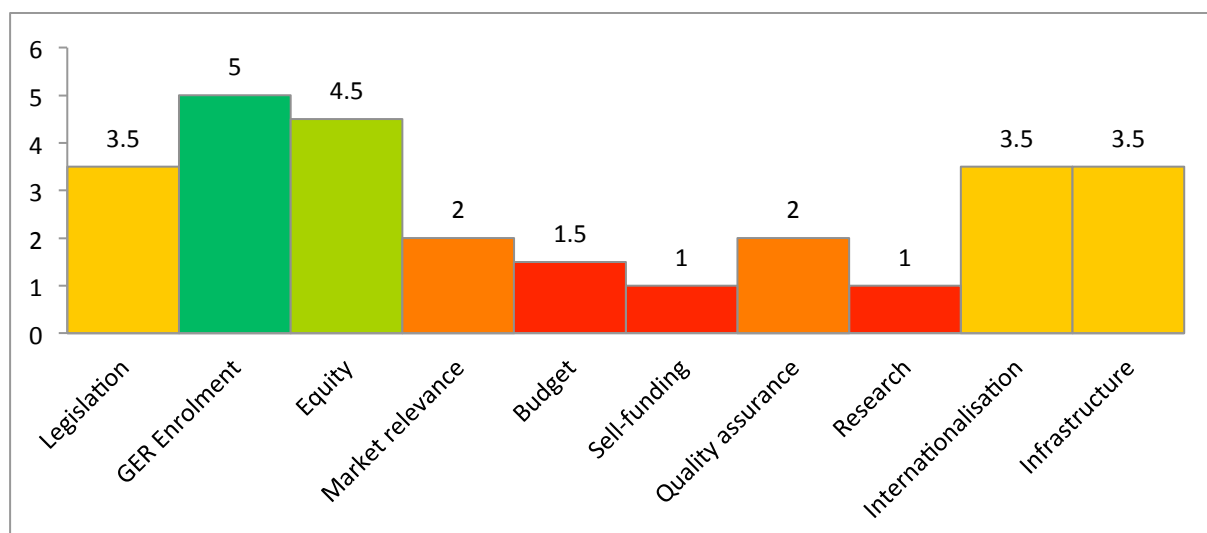
- 1 By 2012 drafting of bylaws and harmonization of statutes of Higher education institutes to the reviewed Law on Higher Education
  - 2 By 2016 participation in higher education of the 18-25 age group has reached 35% and gender parity observed
  - 3 By 2014 there is continuous support and equal opportunities for inclusion in HE for all groups: ethnic, gender, age, religion, special educational needs and other social groups.
  - 4 By 2014 study programmes are in line with the labour market needs
  - 5 There is increased budget and improved efficiency in execution of the budget in line with the reviewed law.
  - 6 By 2014 HE institutions have built capacity to generate additional resources through research projects, consultancy services, infrastructure, etc.
  - 7 By 2014 there is improvement of quality in teaching and scientific research.
  - 8 By 2014 there is institutional support and promotion in place for scientific research, innovation, technology transfers and entrepreneurship.
  - 9 By 2014 a system is in place and implemented for increased internationalization of higher education and research that is equitable and gender sensitive.
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**The average rate of implementing targets within the sub-program for higher education of KESP 2011-2016 and expressed based on quantitative index is 2.5 -** Within the program, the maximum rate of implementation is within the objectives Inclusion (HE2) and Equal opportunities (HE3). The rate of implementation is partial in implementing the target on improvement of the legislation (HE 1), improved infrastructure (HE 10), Internationalisation and Quality (HE 7). The plan has significant delays in implementing targets and activities on linking higher education with the labour market (HE 4), Budget and Financial Management (1.5), the institutions capacity to generate own resources (HE 6) and scientific research (HE 8).

**Expressed in entirety, the level of students' participation in higher education marked a very high progress by going beyond initial targets.** The percentage of women

.....  
 participation in higher education is satisfactory and balanced with participation of men. Higher education legislation has been completed and is in the process of reformation. The mechanism for external quality assessment according to European Standards Guidelines (ESG) is in regular function. However, the internal quality parameters such as teacher-student ratio and funding per student have worsened. This could have adversely affected the very low number of graduates in public higher education compared to the very large number of enrolments.

**Figure 28: KESP Higher Education 2011-2016 Implementation Index**



Capital investments are made to improve infrastructure for the establishment of several buildings of public institutions and some steps in the enrichment of learning libraries. The Kosovo Accreditation Agency is a member of ENQA and EQAR and have taken some steps to improve the equivalence system (ENIC / NARIC) and the mobility of students. The low level of scientific research, lack of a unique funding formula that stimulates performance and disparities of higher education programs with the labour market remain challenges to be addressed in the upcoming years.

### 8.1.Higher education legislation

The revised law of higher education entered into force on September 2011, which was supposed to be accompanied by bylaws and statutes of higher education institutions in accordance with this Law. Although it was foreseen a 12-month timeline for fulfilling this legal obligation, the framework of 17 bylaws was completed during 2011-2015. Until this assessment, were issued at least three important instructions explicitly mentioned in the law:

- AI regulating the scope of consultation between the MEST and governing boards of public universities (Article 11);
- AI that governs the methodology of financing public higher education institutions ( 21, paragraph 1);
- AI regulating the performance of higher education institutions in terms of meeting the strategic objectives set (Article 23, paragraph 2).

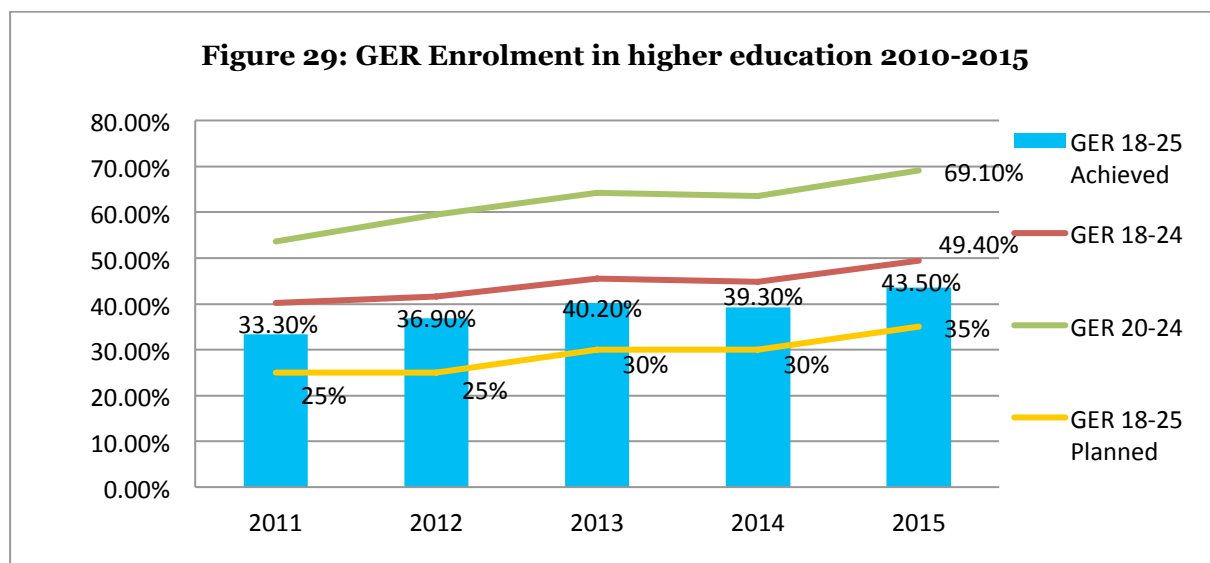
Statutes of two public institutions that existed during the time of entry into force of the Law, University of Prishtina and the University of Prizren, are harmonized with the Law and ratified by the Assembly of Kosovo in September 2012, namely in May 2013. In addition, the statutes of private institutions are also harmonized with the law and approved by MEST within the legal timeline. Meanwhile, has continued the drafting of statutes for higher education institutions

established later on. Thus, the Statute of the University of Peja was ratified in May 2013, while new universities in Mitrovica, Gjakova and Gjilan continue to operate under interim statutes. There are no precise records for the draft of accompanying regulations of the statutes which is an internal issue of higher education institutions. Statutes of public universities usually give a deadline of 3-6 months for the harmonization of new regulations and statutes, but also in case of non-harmonization, the statutes have priority in implementation in comparison to regulations.

During 2015 MEST drafted a new draft law on higher education that brings significant changes in the regulation of this sector. If this law is approved, there will be the need to re-harmonize MEST and legal bylaws of higher education institutions with this law. Upon entering into force of the new law, the MEST should develop a dynamic plan of approving associated bylaws with clear time limits and division of responsibilities. If necessary, working groups may be established with the participation of foreign experts and representatives of HEIs, so that by-laws provide a more effective environment for the development of higher education in Kosovo. It is also recommended that, as soon as possible to approve new statutes of public higher education institutions.

## 8.2. Enrolment in higher education

While in 1999, Kosovo had one public and one private higher education institution, fifteen years later it has 7 public institutions and 30 private accredited institutions, without counting the University of North Mitrovica, which operates without accreditation in Kosovo. Therefore, Kosovo has 20 higher education institutions for 1 million inhabitants, thus exceeding the European Union average of 7 higher education institutions for 1 million inhabitants. The graph 1 provides a comparison of Kosovo with some European countries. The number of students in higher education marked a significant increase over the past five years, both in the public and in the private sector as provided by Table 1. In table 2 are given three indicators of participation in higher education. The first indicator, percentage of students in relation to the population aged 18-25 years is the measure used in the planning of KESP 2011-16 with the aim to make this participation 35% by 2016. As shown in Table 2, this target is exceeded in the academic year 2011/12, while in academic year 2014/15 has reached 43.5%. However, such indicator is not in accordance with international standards, therefore were given two other indicators that enable comparison with other countries.

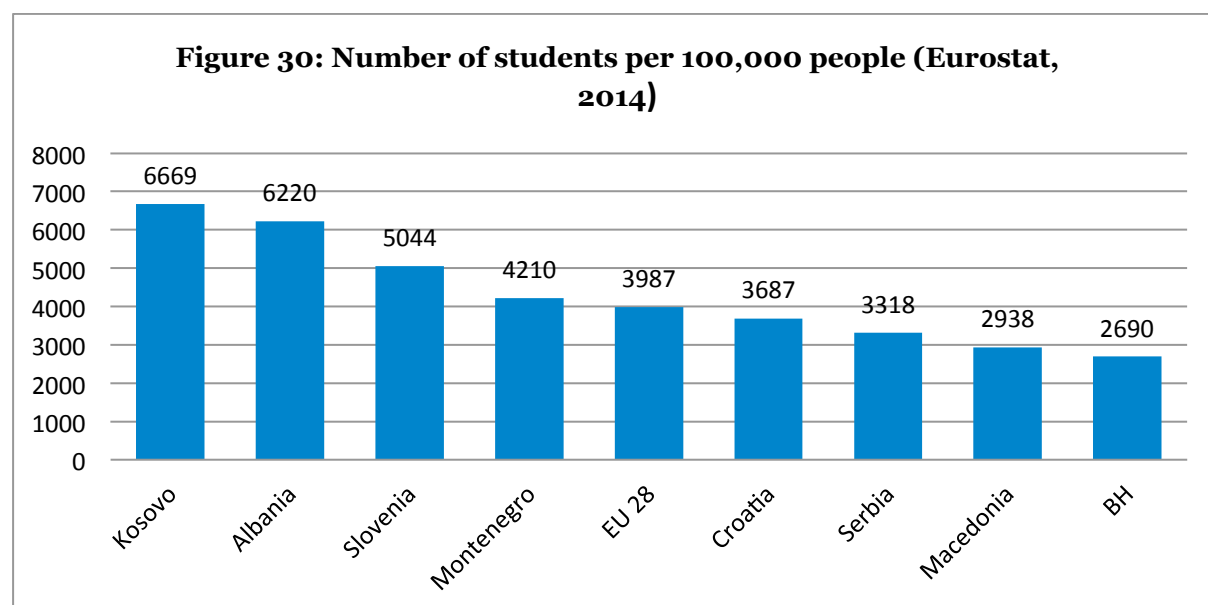


The percentage of students in relation to the population aged 20-24 years is the indicator used by Eurostat to express the degree of participation in higher education. Table 2 shows that this indicator has steadily increased, by reaching 69.1% and exceeding the EU average of 62.7%. Another indicator deals with the number of students per 100,000 inhabitants and used by UNESCO. This indicator also marked constant increase during the period of 2011-2015. With 6.669 students in 100 thousand inhabitants, Kosovo exceeds all European countries and the EU average of 3.987.

**Table 19:** Number of students in higher education

Name	2010/11	2011/12	2012/13	2013/14	2014/15
University of Prishtina	47,385	51,987	53,818	46,836	52,665
University of Prizren	1,700	2,784	5,875	7,775	7,775
University of Peja	1,207	2,149	3,781	3,285	6,883
University of Mitrovica				648	2,074
University of Gjakova				585	1,391
University of Gjilan				1,694	1,437
University of North Mitrovica	9,230	10,562	10,681	10,264	10,000
Public Institutions	59,522	67,482	74,155	71,087	82,225
Private Institutions	26,982	31,013	34,685	36,709	38,153
<b>Total</b>	<b>86,504</b>	<b>98,495</b>	<b>108,840</b>	<b>107,796</b>	<b>120,378</b>

*Burimet:* Të dhënat nga institucionet e arsimit të lartë dhe AKA. Të dhënat për Universitetin e Prizrenit dhe atë të Mitrovicës Veriore për vitin 2014/15 janë vlerësim. Meqë të dhënat për institucione private për vitin 2014/15 nuk kanë qenë të kompletuara, është vlerësuar se numri i studentëve duhet të rritet për 5 mijë.



Kosovo already exceeds all European countries with participation in higher education compared to the number of inhabitants, while the projected participation of the group age 18-25 by 35% in higher education is exceeded during the academic year 2011/12. Also, in higher education has been achieved a satisfactory level of gender parity, where women dominate in student population. Number of study programs has marked a significant increase, especially in the master level. Whereas, an element where is noticed stagnation is the number of academic staff with regular employment contract, especially in higher public education institutions. As Kosovo reached a satisfactory participation in higher education, Kosovo does not need to undertake special

measures to stimulate participation in higher education, in addition to the marginalized groups, which are analyzed within the target 3. Instead, the focus should be on quality, where increase of academic staff with regular contracts is the first step. Also, the government must be also focused on affordable students quotas, so it won't create a surplus of skilled workforce, particularly in those study areas covered by many higher education institutions (for more details see target 4).

### 8.3. Equal opportunities

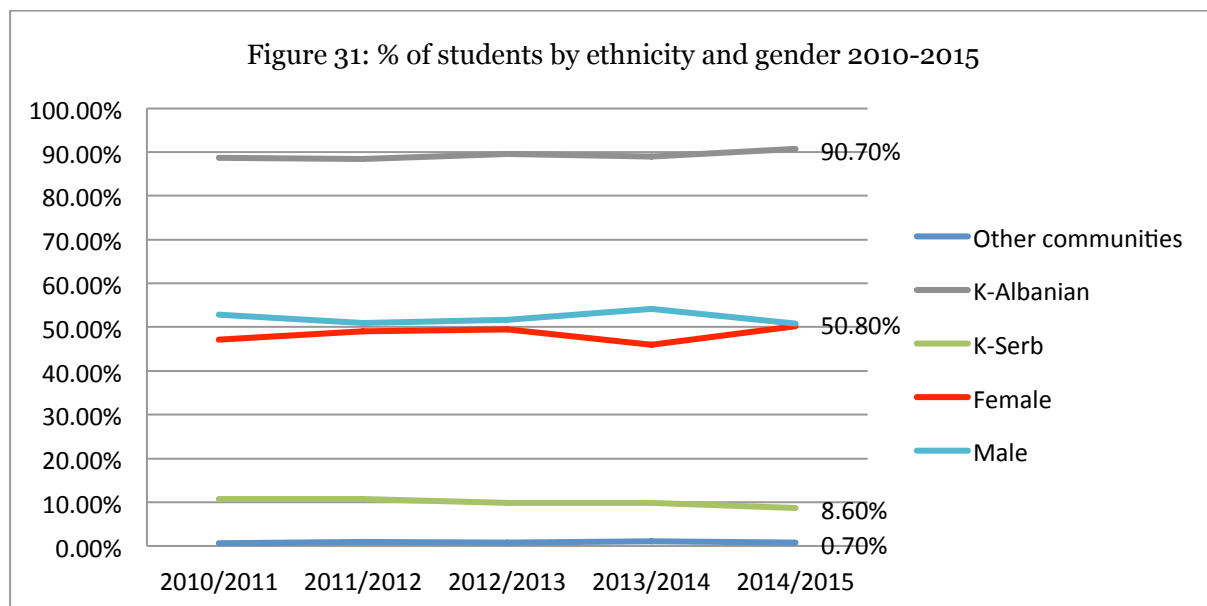
When it comes to involvement in higher education, Kosovo does not have problems with women involvement in this level of education and nor with the religious belonging of students. In general, the problem is not related either to the Serb community, as this community is mainly involved in the University of North Mitrovica and in a private college operating in this city. Politically, the topic may be the integration of the University of North Mitrovica in the higher education system in Kosovo, but the discussion of this subject exceeds KESP evaluation frameworks. For years now MEST reserved places for enrolment in public higher education institutions studies for members of ethnic communities in Kosovo such as: Turks, Bosnians, Roma, Ashkali and Egyptians. The University of Prishtina reported that in the school year 2014/15 the places are not filled due to the lack of interest or failure to meet the minimum conditions for admission of candidates. Also, there were reports on the misuse of reserved places by individuals who were presented as members of non-Albanian communities for the purpose of benefit.

By comparing the data with those of census, is estimated that the participation of these communities in public higher education is 10.7% in relation to the group age of 20-24. However, this proportion among the Albanian population is 47.2%. Objectively, some of the reasons for lower participation of non-Albanian communities in public higher education may be the fact that the data concerned only with reserved places, while members of communities are entitled to compete outside of them. In addition, not knowing the Albanian language presents a barrier to members of communities in studying this language, having in mind that the number of study programs in Bosnian and Turkish is limited. As encouragement for completing the upper secondary education, MEST gave 583 scholarships for students of Roma, Ashkali and Egyptian community at this level. Meanwhile, 33 scholarships were given to students of higher education, where 46% of the beneficiaries were women. There are very little information about the participation of people with disabilities and marginalized social categories in higher education in Kosovo. Municipalities in Kosovo give scholarships to students with special needs. Meanwhile, in 2014 the government has halved the fees in public higher education institutions by exempting them from paying certain categories of students in need.

Women participation in higher education has increased, both in the public and in private sector. During the academic year 2010/11 women participation was 47.2%, in five years reached 50.2%, given that 49.7% of Kosovo's population are women. Women participation in the public sector is higher - 53.3%, while in the private sector women remain under-represented - 41.2%. This discrepancy requires a deeper analysis, because this may happen due to gender bias in the case of expenses for tuition.

Although participation in higher education is steadily increasing, there aren't any convincing signs that this growth benefits all social groups. This happens due to lack of data. To the extent available, the data show that MEST provides preferential treatment for non-Albanian communities, and it happens that the places reserved in public institutions are not met, either because of lack of interest or because of failure to meet minimum conditions for admission. If the measures of this target are analyzed will be noted a progress in developing comprehensive policies and providing financial assistance to members of non-Albanian communities (measures 3.1 and 3.2), however there isn't any significant progress in implementation of strategic measures

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 which foresee the establishment of financial assistance fund for students in a poor social condition (measure 3.3) and provision of better conditions for students with disabilities (Measure 3.4).



MEST should continue efforts for greater involvement of non-Albanian communities in higher education of Kosovo. In the case of reserved places should be defined the criteria that do not allow the abuse by the candidates. Also, should continue provision of scholarships for members of Roma, Ashkali and Egyptian communities, as the majority of them belong to the category of people living in extreme poverty. In addition, is recommended the establishment of financial schemes to support students coming from poor families who cannot afford their education. Meanwhile, the inclusion of people with disabilities in higher education remains actual. In this plan must be developed clear policies to support this kind of involvement, as it is done at the level of university education.

#### 8.4. Linking higher education with the labour market

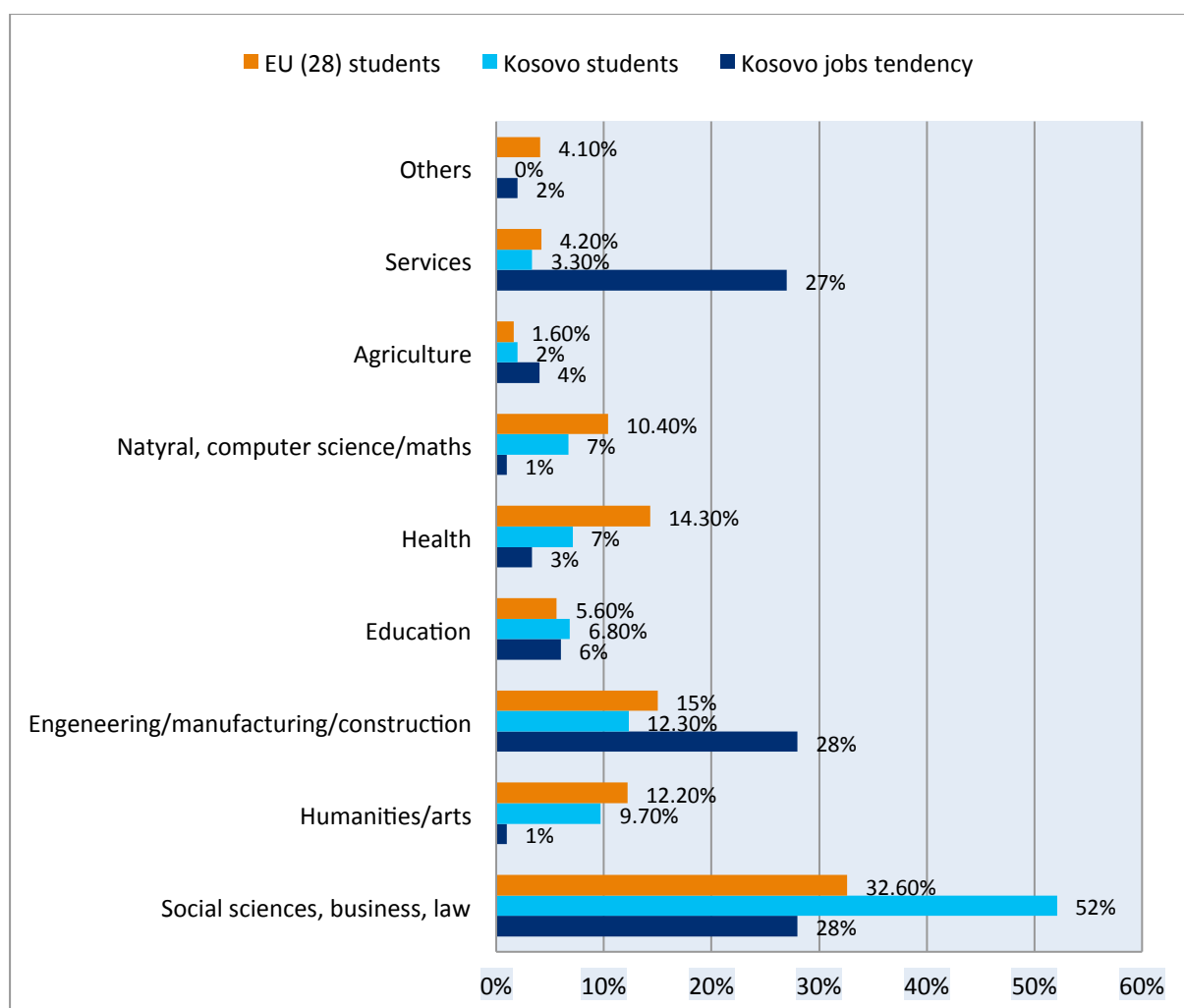
We have no active system for linking data of the labour market with education in Kosovo and there is no evidence that they were used in the reformation of vocational education profiles. Currently there are three systems of data that can be used to produce approximate information: The system of registering unemployed persons maintained by the Ministry of Labour (LMIS), data about the workforce by the Agency of Statistics (KAS) and studies about the situation of enterprises in relation to the business environment, where the skills of the workforce are one of the dimensions such as BEEPS (2013) from the World Bank. Kosovo has an urgent need for a data processing system that links data ISCED Eurostat education categories and with the data of employment categories (ISCO) and economic sectors (NACE). Quantitative static data can be useful to give a numerical indication about the labour market demand, but they must be combined with qualitative data (beeps) and workforce productivity (OECD). The quantitative linking with the labour market does not necessarily imply that the workforce reached the appropriate level of quality.

Various studies show that the key problems that hinder economic development in Kosovo is the underdeveloped economy with low capacity to create new jobs and lack of qualified workforce. The labour market in Kosovo faces two structural problems related to the extent and quality of the education system. Initially the rate of demand in the labour market is low and the trend of

employment generated in recent years does not guarantee employment of graduates. Secondly, there is the problem of inconsistency in the quality of training and the labour market - there are few economic sectors that are faced with the lack of adequate skills. Results of the survey of Beeps (World Bank, 2013) enterprises show that about 76% percent of enterprises in Kosovo report that the skills and education of the workforce present problems in operation of the business. Employers surveyed as part of a study funded by USAID have been unanimous in their assertion that the vocational education curricula and higher education have no relevance to the labour market in Kosovo and also there is a lack of systems linking the curricula and labour market.

On the other hand, the participation of the workforce with high qualifications in the private sector is only 7% of the total workforce employed in this sector. This is significantly lower than the average participation of workers with tertiary education in the workforce in Kosovo around 20% (OECD 2015). The data shows that the public sector absorbs most of the qualified workforce. In addition to workers with tertiary education, enterprises also report dissatisfaction with the level of workers skills with professional high school education. Employers report that the workforce does not have adequate general skills such as communication, problem solving, mathematical-numerical skills, customer service, etc. This highlights the importance of the quality of education for lower and high school education that sometimes is not considered in discussions of the connection between education and the labour market.

**Figure 32: HE students: % of Kosovo, EU (28) students by Eurostat categories and job creation trends by skill set (2004-2014)**



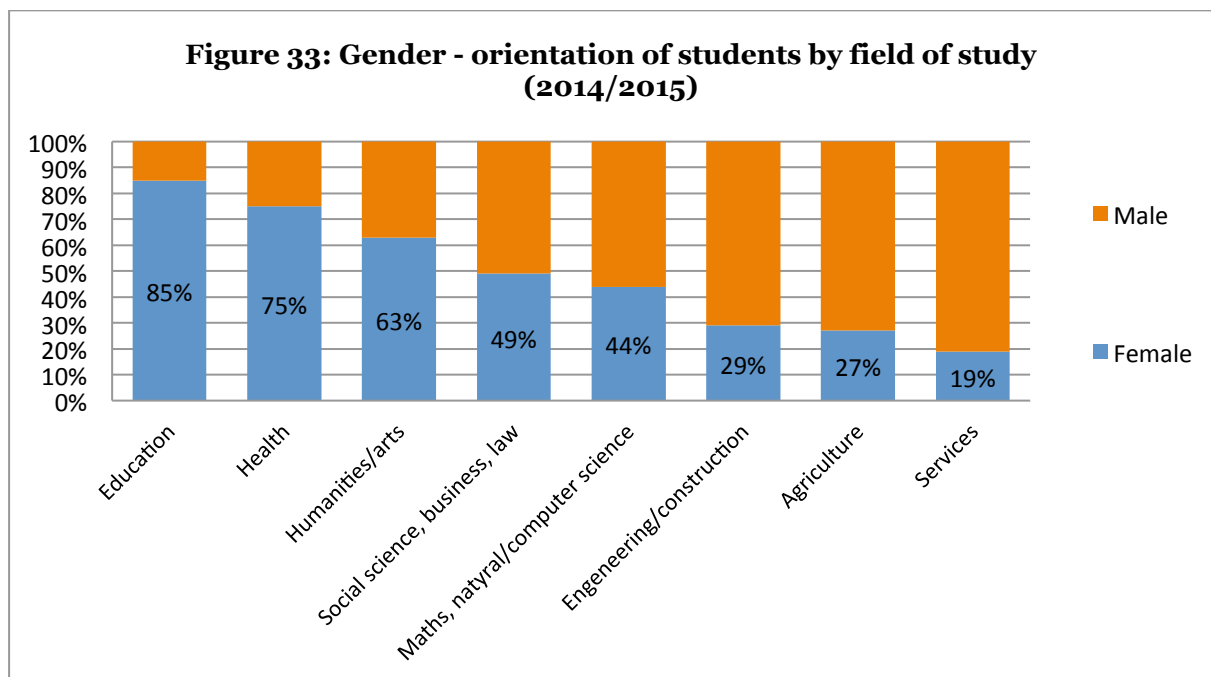
Does not exist a comprehensive study on adaptation between the skills of graduates and the needs of the labour market; however there are enough evidences to prove otherwise. Although is not our primary goal, assessment incorporates some rudimentary data that provide initial indications on this phenomenon. The assessment has compared data on the number of students enrolled in higher education profiles (KAA, 2015) with the number/trend of creating jobs according to skills during the 2003-2013 (KAS 2014). Categorization of profiles and job skills is achieved through Eurostat categories skills. Initial data of student orientation of higher education in relation to the skill areas, which created jobs in general in Kosovo between 2003-2013 (ASK 2014), show a significant discrepancy. The disproportion is distinguished in two dimensions: high offer compared to the demand or low offer compared to the demand.

The degree of students' orientation in the fields of "Social Science, Business and Law" study is about two times higher than the trend of jobs established with the same skills. The degree of orientation of Kosovar students in these fields of study (52%) is also higher compared to the orientation according to the EU average with only 33%. Also, there is a moderate discrepancy in student orientation towards the study of human science and arts. Number of student-oriented in the study of native language, foreign languages, history, archaeology, philosophy and the arts is very high compared with their employment chances. A more modest discrepancy in the form of a higher bid is observed in the fields of medicine and welfare study. However, this trend can be amortized by increasing mobility of the workforce with skills similar to Western European countries.

According to the second dimension where the offer is lower than the demand, the student orientation seems to be in disproportion on the areas of research studies and engineering, manufacturing and construction (the demand for skills in the fields of engineering, manufacturing and construction 28% while students 12.8%). This implies that the number of students in Engineering (Mechanics, Energy, Electricity, Metals, Automation), Manufacturing/Processing (food processing, metal processing, plastics processing, wood, leather and textile processing) and Construction (architecture and spatial planning, construction and civil engineering) is lower than the market demand for these professions. The market may also be looking for more students from the fields of personal services (catering, tourism, travel, esthetician, hairdressing and sports) and security services (physical, private). Finally, the orientation of students in agriculture and veterinary (2%) is about two times lower than the labour market demand (4%). The data are based only on official data and avoid the importance of households. From this can be concluded that the number of students in agriculture, ploughing, orchards, crops, fisheries, horticulture, forestry and veterinary is smaller in relation to the demand for these skills.

It is well known that indicator of skills demand based on jobs generated during the last decade does not necessarily mean that those jobs require higher education qualifications. However, according to a study conducted by the EU funded project (ALLED, 2015) economic sectors with high demand for professionals are production and processing, electronics, informatics, programming, audiovisual services, processing of medicines, health services, accounting, financial services and real estate. On the other hand based on the number of employees in entirety, is shown that the majority of the workforce is focused on economic activities such as trade, production/processing, construction, education, health and welfare, accommodation, public sector and administrative services. In the context of economic activity, manufacturing and processing, where according to the data above it seems there is a growing trend in the creation of jobs, there is an increased need for professional food processing, metal processing, machinery, textiles and beverages.

Based on all the indicators presented, and compared to the number of students, the need for student orientation and support towards the study in the field of business administration, engineering, manufacturing, processing, agriculture, personal services, transport services, construction, health and security services is evident. In relation to each economic indicator (trend of job creation, economic activity sectors, sectors in search of professionals) the degree of students orientation in the study of general social and legal sciences is very high. Even the orientation of students towards the study of human sciences (language, history, philosophy) is very high compared to trade dynamics. Failure to correct this path of operation and discrepancy may result in two useless phenomena in society: increase in the number of students with tertiary qualification and remain unemployed and denial of the indications of the labor market in a context where the growth of workforce productivity is essential for economic growth.



When analyzing students orientation in fields of study by gender, is shown that there are large gender differences regarding study preferences. Women are more oriented in the study of education, health, welfare, human sciences and arts. A more balanced orientation is observed in the orientation of students by gender in the fields of social science research, business and law. Male students seem more disposed to study in the fields of services, agriculture, engineering, manufacturing, construction and natural sciences and informatics. With the exception of social sciences, business and law where gender orientation is balanced, female student orientations is oriented towards non-exact sciences where market demand is low, while men are oriented towards exact sciences, for which market demand is higher.

During 2011-2015 was marked a significant increase in the number of study programs in higher education institutions in Kosovo. Therefore, while the number of bachelor programs in relation to the academic year 2010/11 has increased by a third, the number of master's programs has increased by 59.2% due to the increased interest for this level studies.

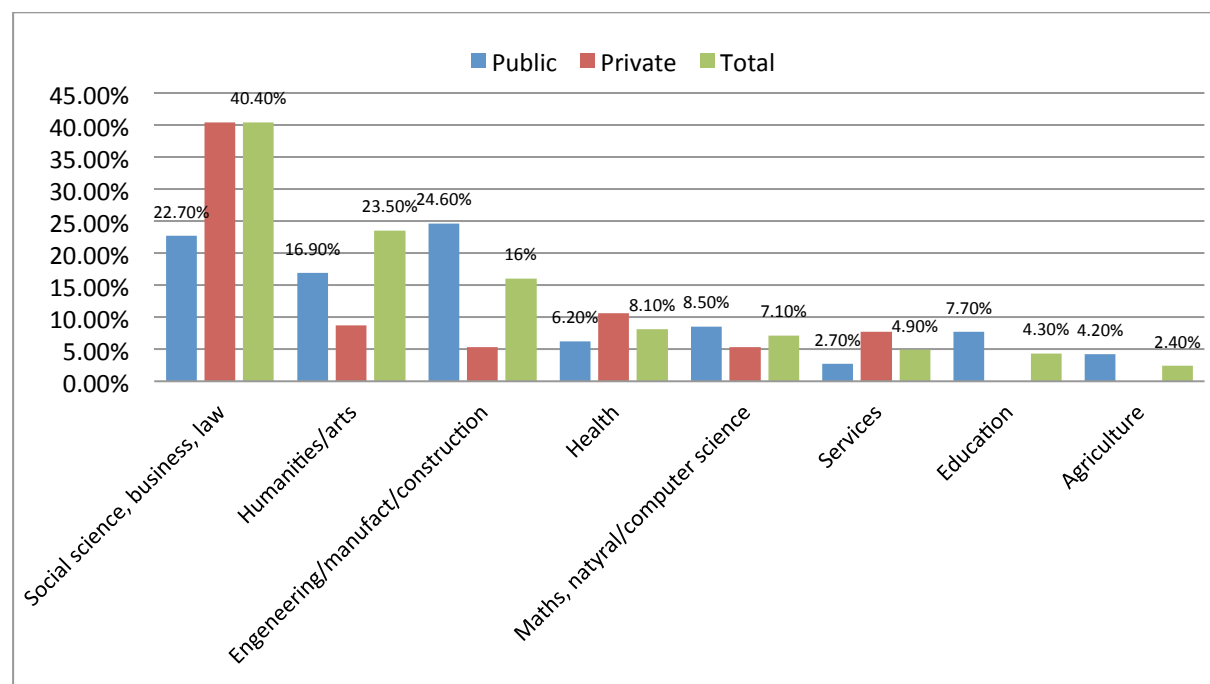
**Table 20: Accredited programs of higher education have increased the number of programs**

Academic year	Bachelor	Master	PhD	Total
2010/11	196	113	1	310
2011/12	212	129	12	353
2012/13	240	154	25	419
2013/14	270	181	26	477
2014/15	262	180	26	468

Source: Kosovo Accreditation Agency

However, the program offer is mainly dominated by two areas of study: social sciences, business, law, human sciences and art (65%) programs. The program offer in public institutions is dominated by social sciences, business, law (23%), engineering, manufacturing, construction (25%), human sciences, arts (17%), health and welfare (8%), natural sciences, mathematics and computer sciences (8%) and education (8%). Offers of private institutions are largely dominated by social sciences, business and law (63%), health and welfare (11%) human sciences and arts (9%). The program orientation follows the orientation of students. However, despite the student orientation, the program offers appear to be inconsistent with the initial data of the labour market.

**Figure 34: % of study programs by field of study (public/private) - KAA 2015**



There are no evidences that institutions follow the logic of market-based program and a mechanism that monitors this process in a systematic manner. As part of the new plan should be reviewed the possibility of balancing the number of students and programs by applying quotations or reducing funding for students in public institutions and by strictly following the criteria for programs compliance with the labour market (the accreditation process).

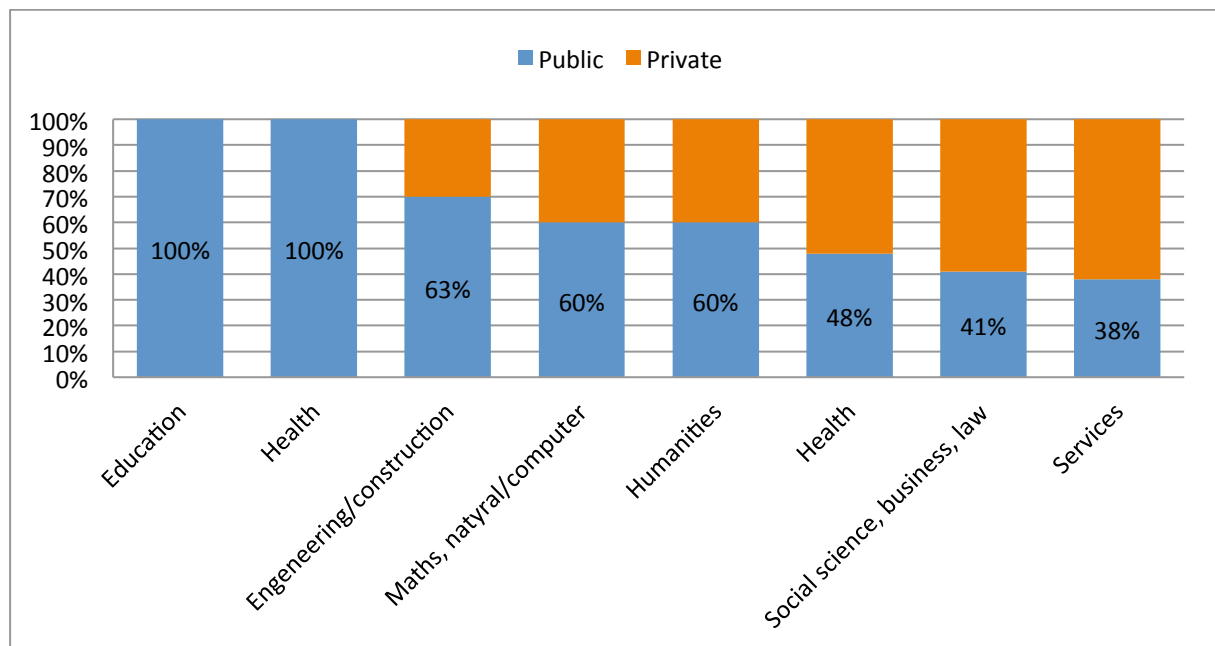
Student orientation and programs also reveal indications of differentiation and specialization between the public and private sector. According to data, students chose the public sector for studying education, agriculture, engineering, manufacturing, construction, human sciences and arts. Student orientation in the field of social sciences, business and law, health and welfare,

services seems to be more oriented in the private sector. The public sector specializes in strong skills while the private sector in soft skills.

All research show that employers in Kosovo are not satisfied with the relevance of the study programs in relation to labour market needs. Also, there is a large concentration of students in education, human sciences and arts, as well as in social sciences, while in some areas where job opportunities are better, such as natural sciences, computing and engineering, interest is small, even in comparison with EU countries. Until now, in Kosovo were not conducted proper analyses of labour market needs, as provided by target 4. However, such a process has already begun through the ALLED project supported by the European Union and the Government of Austria and is expected to issue regular analysis that can be used by higher education institutions in order to adapt their programs with labour market demands beyond the perception level.

The government must ensure that the study programs offered by public higher education institutions are in line with the labour market demands, because this way ensures responsible expenditure of public money and opens up opportunities for the youth. In particular, should be avoided parallels in providing programs that do not offer employment, focusing them in one or two institutions. Support should be provided for those study programs that have the potential to bring employment. To ensure relevant information about this, should be carried out regular analyzes of the labour market, and after completion of the ALLED project, to make the results public.

**Figure 35: Orientation of students in public/private inst. by field of study**



### 8.5. Budget and Financial Management

Kosovo have not yet developed a methodology for the financing of the higher education institutions to promote the effectiveness and accountability, despite the fact that KESP and the Law on Higher Education provided this. However, since 2011, financing in higher education have increased, as shown in Table 7. Financing is increasing as nominal amount, but also as a percentage of gross domestic product and government budget. In fact, in 2014, this financing amounted to 0.91% of gross domestic product, thus approximated to the EU average of 1.13%.

**Table 21: .Expenditures on higher education**

Type of expenditure	2011	2012	2013	2014
<b>Financing in higher education (mil. €)</b>	34.63	37.62	41.02	50.76
<b>Expenditures in Education as % of GDP</b>	4.60%	4.70%	4.30%	4.70%
<b>Expenditures in HE as % of GDP</b>	0.73%	0.77%	0.77%	0.91%
<b>Expenditures in Education as % of KCB</b>	15.50%	16.00%	15.70%	16.50%
<b>Expenditures in HE as % of KCB</b>	2.45%	2.61%	2.79%	3.19%

Source: Joint Annual Review 2014

Whereas, public expenditure analysis per student capita given in Table 8, was made taking into account only students studying in one of the six public universities in Kosovo, which, in fact, are the beneficiaries of this financing. Table 8, shows that the nominal amount of public expenditures per student capita, initially dropped slightly, to mark then a slight increase over 2014. However, this amount within four years it has risen only 2% and this as a result of halving the students payments and salaries of the university teachers. In the other hand, if we see the student expenditures per capita as GDP percentage, there is a continuous decline in the past four years. With this level of public expenditures, Kosovo stands better than countries such as Bulgaria (16%) and Romania (19.7%), but worse than Austria (35%), Denmark (51%), Serbia (40.1%) and Moldova (41.8 %).

**Table 22: .Expenditure per student capita**

Type of expenditure	2011	2012	2013	2014
<b>Expenditure per student capita (EUR)</b>	689	661	646	703
<b>Expenditures per student as GDP % per capita</b>	28.50%	24.89%	21.69%	21.48%

Source: Joint Annual Review 2014 (funding higher education)

As a total, public expenditures on higher education are at the limits of European standards, while expenditures per student capita are declining because of the increasing number of students and the continued growth of the GDP. On the other hand, UP data analysis shows that 73.7% of the institutional budget is spent on salaries, while the institution has substantial lack of academic staff. Apparently, public institutions of higher education in Kosovo use to a limited extent the options to create their own revenues, which is analyzed in the target 6 and this causes pressure on the state budget.

Law on Higher Education envisages building of effective mechanisms for transparent funding that promotes accountability. This funding is made based on the 3-year plan negotiated between higher education institutions and MEST, while reporting should be done based on the agreed indicators. During the next period, the focus should be precisely in this regard, by encouraging institutions of higher education to achieve the best possible results with less expense.

## 8.6. Self-financing capacity

The idea of the measures related to this target was so the state can create suitable conditions for the generation of self-revenues by public institutions of higher education, exempting, in this case, revenues from the students. Development of relevant regulations by institutions of higher education is envisaged as a first measure. Currently, only University of Prishtina has such regulation and it determines the way of establishment and functioning principles of institutes within the University. The regulation defines also the way of profit sharing between the University and the relevant academic unit and the manner of compensation to those who provide services.

Until now, certain institutes within the academic units of UP have been established, but there are no information on any higher level of revenue generation.

The other measure is related to the development of mechanisms for generating revenues within institutions of higher education, such as project offices and similar. In this regard, public institutions have relied on public communications offices and have not established such services, perhaps due to lack of funds.

Meanwhile, the third measure is related to the organization of trainings on project development. Donors as well as the Kosovo institutions organized such trainings, and those trainings provided results in programs where there are reserved quotas for Kosovo, such as Tempus. Meanwhile, there has been less success in the competition programs.

Ensuring of self-revenues is an important aspect of the university functioning, but to this aspect, it has not been paid that much attention, as the revenues from the public budget continues to be very attractive for the Kosovo conditions.

During the drafting of the 3-year strategic plans based on which are carried negotiations for public funding, public institutions of higher education must also plan additional sources of revenues, by taking obligations in this regard.

### **8.7. Management of the Quality in teaching and scientific research**

The target claimed that by 2014 there is improvement of quality in teaching and scientific research. Within the target, several main activities were envisaged: Establish governing and administrative bodies of the CET and approve its work plan; Design and implement programmes for improvement of teaching methodology; Review criteria for election and promotion of academic staff; Strengthen units for quality assurance in all Higher education institutes. Planned activities are not adequate to achieve the target of improving quality in teaching and scientific research. The quality management has external and internal dimensions.

In the context of international practice, external quality assurance is carried out mainly through (a) the external assessment of programs and institutions, (b) assessment of student achievement, and (c) the assessment of academic staff in teaching and scientific research. Within these assessment processes are provided performance parameters of programs and institutions, through a process of ranking, considering among other things, the qualitative/quantitative aspects of the academic staff, qualitative and quantitative aspects of the scientific research, quality parameters, such as the teachers to students ratio and funding per student capita to student performance in surveys/external tests (eg. OECD PIACC). In the internal quality assurance dimensions it is assessed (a) the existence of the practice of self-assessment, (b) staff for quality assurance and (c) institutional regulatory mechanisms for quality assurance in management, teaching, scientific research, infrastructure and teaching environment, academic programs, students, financing and international cooperation.

In the external quality assurance dimension, the Kosovo Accreditation Agency (KAA) has implemented the accreditation process for institutions and programs through external assessment process. KAA has operated with adequate institutional and material capacities and has fulfilled its institutional function. According to the OECD (2015), Kosovo and Montenegro are the only countries that have advanced in the process of external assessment of higher education. In the external assessment process KAA has engaged, in average, about 35 rounds of external assessment between 2011-2015 and in those assessments are included numerous teams of external experts from member countries of the European Higher Education Area (EHEA).

**Table 23: Number of accredited institutions**

	2011	2012	2013	2014	2015
<i>No. of Accredited Institutions</i>	24	26	30	34	37

Kosovo is lacking assessment and accreditation of the academic staff practises, in comparison with the most advanced practices in the different countries of the affiliated institutions of the EHEA. Kosovo does not apply any mechanism of external assessment of student achievement or measurement of their skills and competencies as may be the OECD PIACC test. In the absence of such mechanism, it is difficult to reach conclusions regarding the progress of students. However, there is an increasing trend of unemployed graduates amounting to 13% in 2014 (KAS 2014). This may be as a result of structural errors in the student orientation according to the specific fields of study, but also as a result of the low level of skills of graduates (BEEPS, 2013). On the other hand, the level of timely graduating students is not at a satisfactory level. According to the data of 2011/2012, which were compared with the number of registered three years ago, it indicates that the level of timely graduations is relatively low (about 35%). Approximate number of graduates in public and private institutions of higher education is as follows:

**Table 24: Number of graduates 2011-2015**

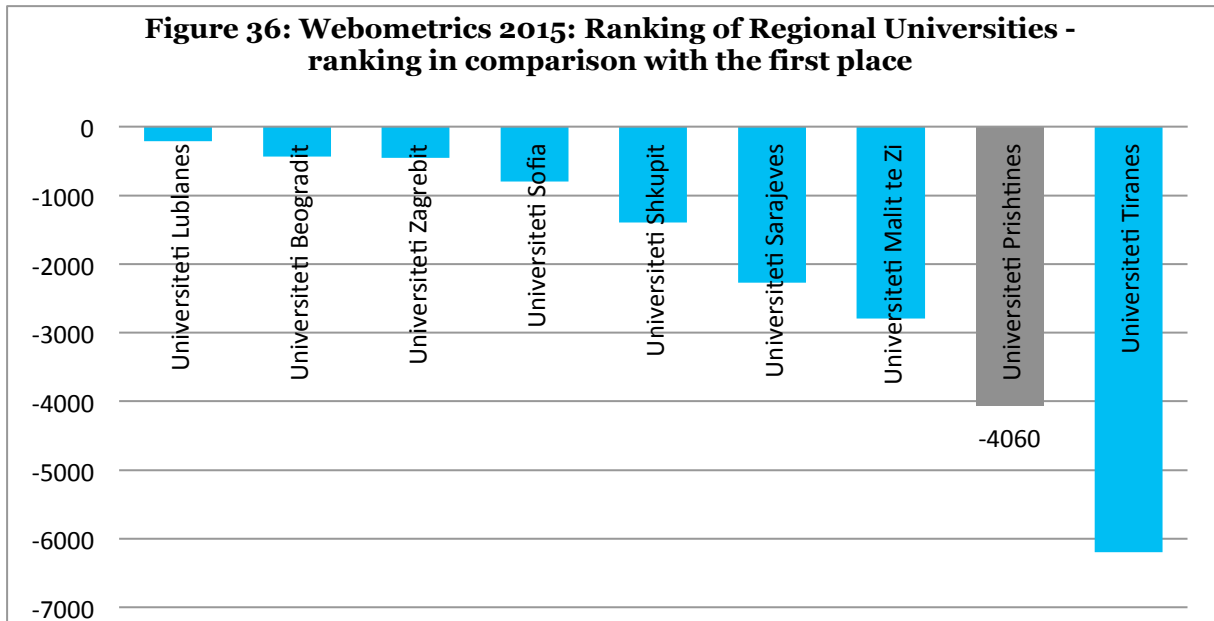
	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015
<b>Public Institutions</b>	5143	5129	4810	5434	6058
<b>Private Institutions</b>	3206	2391	3292	5721	7357
<b>Total</b>					

Source:

Data regarding graduates from public institutions are based on reports of the University of Prishtina and the University of Prizren.

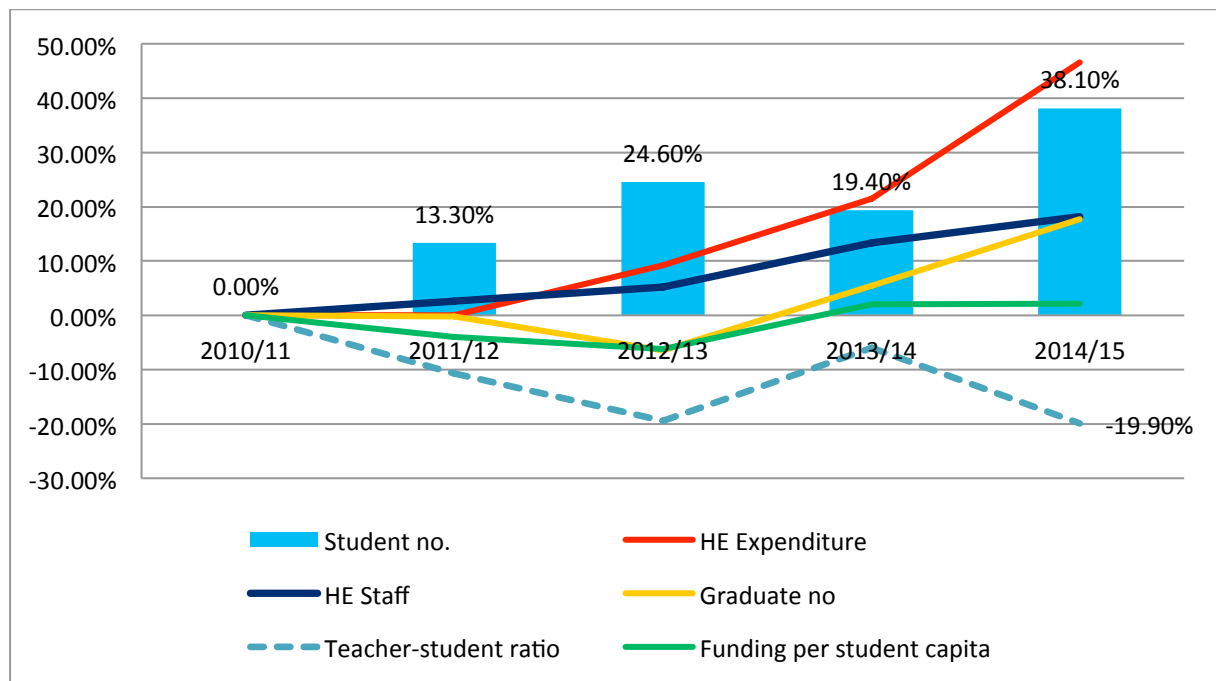
Data regarding graduates from private institutions are based on reports of the private institutions of higher education. The conclusions are based on a sample of 80% of non-public institutions.

In Kosovo, it is not developed the practice of ranking the institutions or academic programs. The only international ranking that includes higher education institutions in Kosovo is Webometrics, which is carried out by a research institute in Spain. Webometrics measures the size and presence of institutions of higher education in the web and has a good correlation with other international rankings in the case of the most prestigious institutions of higher education in the world. Webometrics Edition of July 2015 ranked the University of Prishtina in 4,060<sup>th</sup> place, while all other institutions of higher education are ranked below. A comparison of ranking of the University of Prishtina with the universities of other Western Balkan capitals, with the exception of the University of Tirana, shows that the current position of higher education in Kosovo must improve.



Regarding the internal dimension of quality assurance, all public and private institutions of higher education have offices or officials for quality assurance (KAA, 2015). Based on the Graph (X) number of staff in public institutions of higher education has grown numerically since 2011, but the growth was very low compared with the increasing number of students. Teacher-student ratio has worsened considerably since 2010/2011. The graph below also shows that funding per student capita worsened between period 2010/2011 - 2013/2014, and recording a slight improvement during the year 2014/2015. Worsening of these parameters may have influenced the decrease in number of graduates between period 2010/2011 - 2013/2014.

**Figure 37: % improvement of quality parameters compared to 2011 baseline**



According to the higher education institutions and KAA data, 1,157 academic staff members and 1,302 external associates are employed within public institutions of higher education in Kosovo.

Whereas, in private institutions a total of 1,027 academic staff members are employed, while there is no exact disaggregated information on the number of regular and part time staff members engaged. Table 4, shows that in the past five years there has been a slight increase in the number of academic staff with regular employment contract in public institutions of higher education Kosovo, and is around 10%, while the number of students over the same period has increased 44%. Although the participation of women among academic staff continues to be lower than of men, it increased from 28% in the academic year 2010/11 to 33% in the academic year 2014/15.

**Table 25: Academic staff with regular employment contract in public institutions of higher education**

Institution	2010/11		2011/12		2012/13		2013/14		2014/15	
	Tot.	Fem.	Tot.	Fem.	Tot.	Fem.	Tot.	Fem.	Tot.	Fem.
<b>University of Prishtina</b>	1,021	286	1,076	316	1,058	316	1,057	344	1,007	329
<b>University of Prizren</b>									35	8
<b>University of Peja</b>	0	0	28	6	61	29	60	29	59	29
<b>University of Mitrovica</b>	0	0	0	0	0	0	25	2	27	2
<b>University of Gjakova</b>	0	0	0	0	0	0	0	0	17	7
<b>University of Gjilan</b>	0	0	0	0	0	0	13	6	12	6
<b>Total</b>	<b>1,021</b>	<b>286</b>	<b>1,104</b>	<b>322</b>	<b>1,119</b>	<b>345</b>	<b>1,155</b>	<b>381</b>	<b>1,157</b>	<b>381</b>

Source: Data from higher education institutions

Meanwhile, Table 5 provides an overview of part time academic staff engaged in public institutions of higher education. It is noted that the part time staff has increased by 30% over the past five years. In this case, it must be taken into consideration that a person may be engaged as part time academic staff in more than one institution of higher education; therefore, the table concerns only the number of engagements and not of the persons.

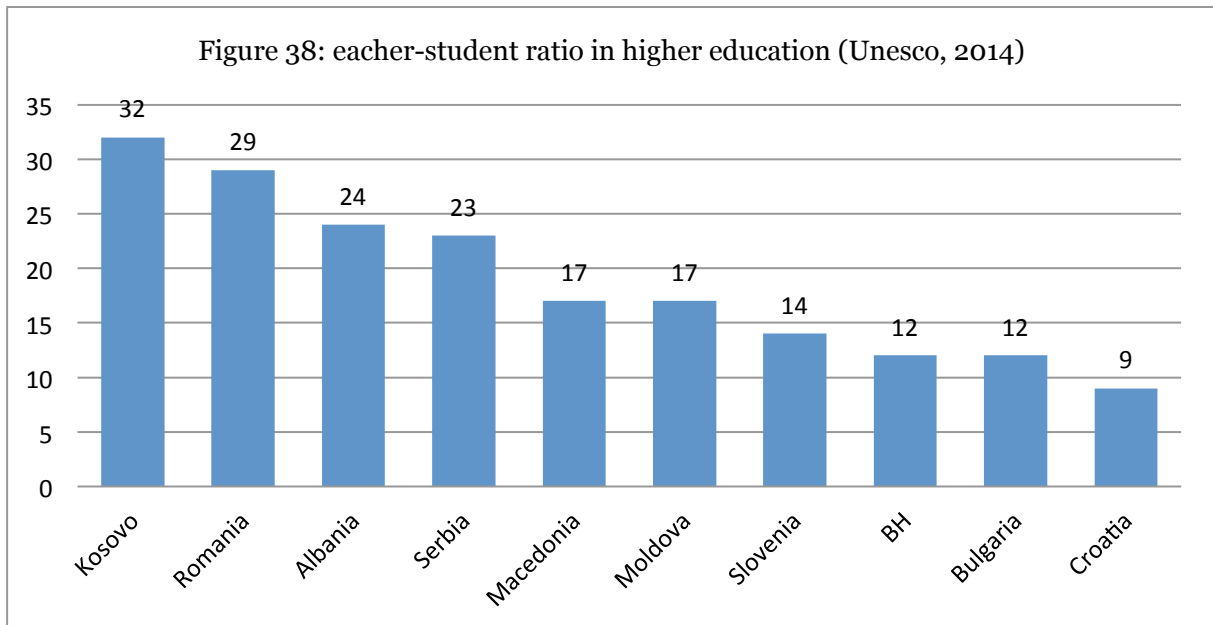
**Table 26: .Part time academic staff in public higher education institutions**

Institution	2010/11		2011/12		2012/13		2013/14		2014/15	
	Tot.	Fem.	Tot.	Fem.	Tot.	Fem.	Tot.	Fem.	Tot.	Fem.
<b>U. of Prishtina</b>	866	251	743	227	771	259	774	298	650	255
<b>University of Prizren</b>									133	39
<b>University of Peja</b>	0	0	35	12	53	16	98	18	152	46
<b>U. of Mitrovica</b>	0	0	0	0	0	0	63	15	46	17
<b>U. of Gjakova</b>	0	0	0	0	0	0	0	0	75	37
<b>University of Gjilan</b>	0	0	0	0	0	0	57	17	69	16
	<b>866</b>	<b>251</b>	<b>778</b>	<b>239</b>	<b>824</b>	<b>275</b>	<b>992</b>	<b>348</b>	<b>1,125</b>	<b>410</b>

Source: Data from higher education institutions

The teacher/student ratio is a quantitative indicator of the quality. At public institutions of higher education, there is an average of 62 students per teacher with a regular employment contract. The situation varies from one institution to another, where the best situation is noted in the University of Prishtina, while the worst situation is at the University of Prizren. This ratio has improved to some extent when we take into account the honorary teachers (Table 10). Even by bypassing the fact that a good portion of them may be the same persons, working in several institutions simultaneously, in this aspect Kosovo remains far behind international standards. In

favour of this conclusion speaks the graph, which shows the teacher-student ratio in several Balkan countries.



The work performed with teachers is another chapter. Although teaching is the primary activity in higher education institutions in Kosovo, nevertheless, results in scientific research work are the ones that determine academic advancement. To this end, university teachers pay no attention to teaching methods and additional activities are required in this regard. In 2013, the University of Prishtina re-established the Centre for Excellence in Teaching, yet the first steps for its operation are taking place. Regarding academic advancements in higher education institutions, this topic has been actualized in early 2014 when it became clear that for this purpose have been used doubtful scientific works published in not credible magazines. This sparked a broad public debate in Kosovo, which resulted in an increased interest of the public and academic community that advances shall comply with the legislation and based on authentic contribution in research and pedagogical work.

The best evidence of quality enhancement in higher education in Kosovo would be better preparation of new generations to cope successfully with the internal and external labour market demands, as well as to continue successfully with further education. However, such evidences are difficult to collect, thus the public is to trust the results of accreditation, international ratings and measurable parameters, such as teacher-student ratio. Not always, these categories interact well with each other. Quality must also be related to other factors that are presented in this report, such as higher education financing, linking with labour market needs, and similar.

The efforts to improve the quality should continue during the following period. From the state's perspective, external quality assurance, for which is responsible the KAA, has to be much more reliable, in order to achieve comparability with other systems of higher education in terms of quality assurance. Regardless of the external assessment relevance, establishment of internal mechanisms for quality assurance remains important task of the higher education institutions. Improvement of teacher-student ratio in public institutions requires investment in staff, but also of additional funds. Meanwhile, improvement of teaching is an important task for all higher education institutions that must establish mechanisms for the experience exchange between the academic staff in order to obtain promotion in this field.

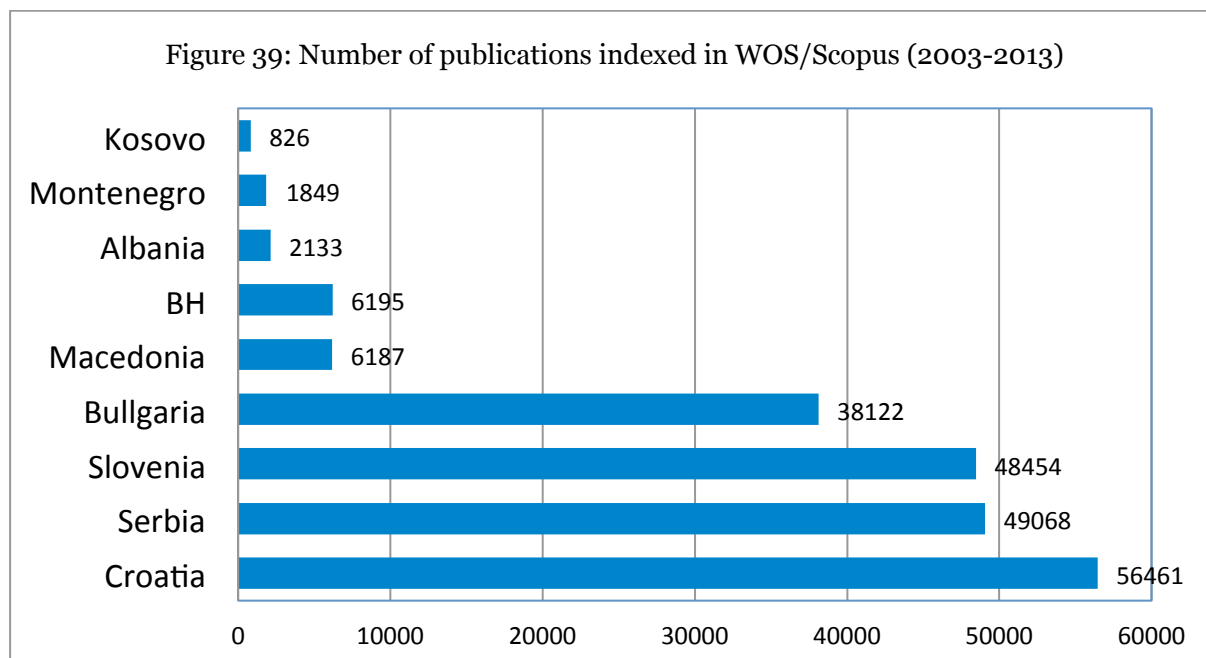
## 8.8. Research, Innovation and Technology Transfer

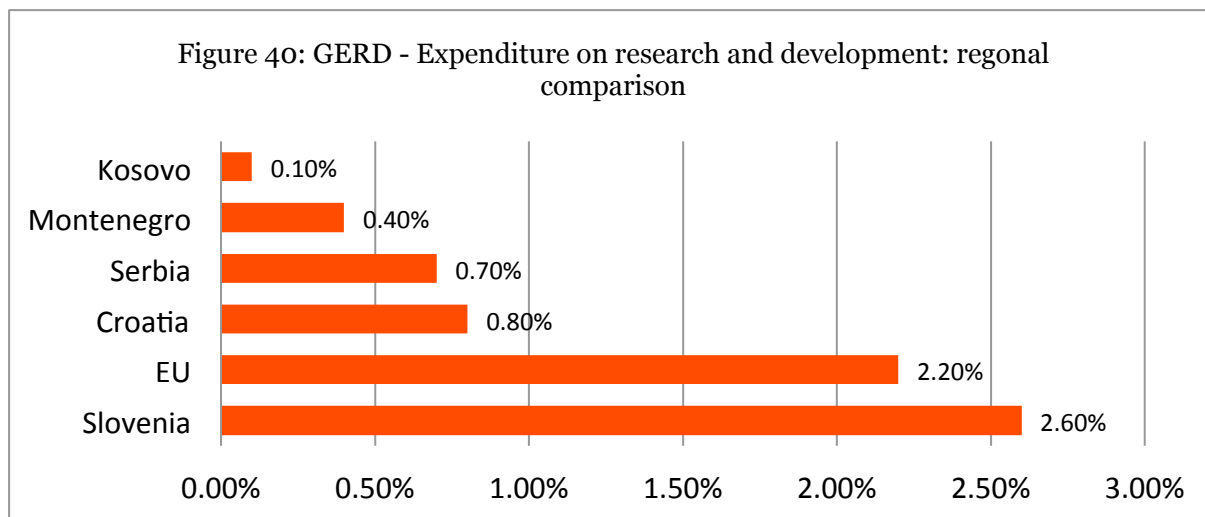
The most important paper of Kosovogoverning the scientific research planning in Kosovo is the National Research Programme 2010-2015, approved by the Assembly of Kosovo. Meanwhile, KESP deals with scientific research activities to the extent that relates to the activities of higher education institutions. Nevertheless, Kosovo has no differentiated data for scientific research activity by type of institutions that perform this activity. In fact, those few data available are deficient.

One of the few sources analyzing the performance of Kosovo in the field of scientific research and that makes a comparison with other countries is Danube-INCO.NET project report, which provides data for scientific publications indexed in two main data bases Worldwide: Web of Science (WOS) and Scopus in the period of 2003-2013 (Figure 11). The data shows that during a 10-year period, only 826 indexed works have been published in these two databases, and this low in comparison to other countries. It is estimated that 100-200 other works may have not been registered on behalf of Kosovo because of the unresolved international status during the period 2003-2007, but this does not alter the ranking position.

In this occasion it should be noted that expenditures for science in Kosovo reach 0.1% of the GDP, while the investment rate in some countries in Central and Eastern Europe, from available data, is much higher.

The University of Prishtina is the only HEI that elaborated a strategy on scientific research activities. This strategy covers the period 2013-2016, and its format is based on the National Research Programme model. Despite the fact that the Strategy provides concrete measures for the advancement of scientific research activity at the university and a relatively modest budget for its support, there was only few concrete actions towards implementing.





In the University of Prishtina operates 26 accredited PhD programs. However, there is no evidence that these programs are related to specific research projects and, in general, remains as task of students to ensure the organization of research.

A support for the development of research activities in Kosovo was provided by the project HigherKOS, funded by the Austrian Government, which helped in drafting the new law on scientific research activity, i.e. funded 11 research projects, which are carried out in cooperation with the Austrian institutions and other countries of the region, and has provided 13 scholarships for PhD studies in Austria. Likewise, the European Union has provided funding of research projects, managed by Kosovo institutions.

Although recognized as an important aspect of functioning of an institution of higher education, research work is not fully mainstreamed into activities of the universities in Kosovo. With few exceptions, organized scientific research activity are not being conducted in universities, but this activity is conducted based on individual initiatives. Funding of research activities in Kosovo remains far from the desired level and there are no improvement trends in this aspect. It should be required from the institutions of higher education that have the legal status of the university, to have the scientific research activity as integral part of their daily activities. Therefore, they must also allocate their own funds, while the state must also make available funds, on a competitive basis, for scientific research activities. Through the already existing system of NCP, must inform the institutions of higher education on the opportunities that Horizon 2020 program provides, as well as to be assisted regarding the participation in projects.

### **8.9. Internationalization of higher education and scientific research**

Kosovo participates in academic mobility schemes such as Erasmus Mundus, and CEEPUS and benefits from various types of bilateral and multi-lateral support. Despite this, the mobility opportunities for staff and students are limited. The main obstacle to mobility abroad is limited number of scholarships, as well as insufficient knowledge of the English language by staff and students. Meanwhile, an obstacle to the mobility of others to Kosovo is lack of Albanian language knowledge. Thus, Kosovar students have benefited from Erasmus Mundus total of 331 mobilities, of a total of 4.163 intended for Western Balkan countries. Meanwhile, Kosovo has hosted 5 EU students from 398 mobilities that they have provided for Western Balkans. A better balance has been achieved in the CEEPUS program, whereby 58 Kosovar students and teachers benefited from mobilities to participating countries, whereas Kosovo hosted 46 mobilities. In recent years, particular attention is paid to PhD studies abroad. Therefore, 30 PhD students have been awarded with scholarships from MEST, while 13 others by HigherKOS project.

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According to the Kosovo Accreditation Agency, 18 accredited programs operate in Kosovo that offer teaching/learning in English language. Table 10 provides an overview of recognized diplomas from 2011 until July of 2015. With the exception of 2013, it is noted that there is a significant interest for studies abroad. The government supported this type of mobility by providing scholarships to study at several institutions in the region and beyond.

**Table 27: Recognized diplomas by the ENIC/NARIC office in Kosovo**

Level	2011	2012	2013	2014	2015 (1-7)	Gjithsej
<b>Bachelor</b>	314	296	53	299	194	<b>1156</b>
<b>Master</b>	123	177	130	281	236	<b>947</b>
<b>PhD</b>	41	72	46	106	63	<b>328</b>
<i>Total</i>	<b>478</b>	<b>545</b>	<b>229</b>	<b>686</b>	<b>493</b>	<b>2431</b>

*Source: ENIC/NARIC Office*

International cooperation plays an important role in the agenda of higher education institutions in Kosovo. The majority of them make efforts to reach this cooperation through projects funded by European programs, and, in certain cases, for inter-institutional cooperation. Programs funded by the US Government have proven useful.

Academic mobility remains important instrument to facilitate the integration of Kosovo into the European Higher Education Area, however, there are still some obstacles in order to have adequate mobility. On the other hand, there is interest in studying abroad, but also cases where international programs are provided by the higher education institutions in Kosovo. Inter-institutional academic cooperation is beneficial for the participating institutions, but there are numerous examples that show that this cooperation is not sustainable after the ending of the project. The government must have a program that supports academic mobility of staff and students. In addition, institutions of higher education must use all opportunities, which through existing programs increase the mobility of staff and students. To the latter, it should maximally facilitate credit recognition procedures. It should also develop ideas to facilitate the abroad obtained diploma recognition procedures, especially for those cases that are identical or similar to the earlier.

## 9. Adult Education and Training

During the initial elaboration of the plan, a number of challenges of the adult education and development and non-formal education program were identified. First, the access of adults to after school education was low and it was necessary to encourage their involvement through adult development programs. This challenge related to the low awareness on the importance of life-long education. The budget allocated to finance this priority is low, especially for achieving the target of involving vulnerable groups. This education program in many cases was not linked with the market and employment and the capacity of institutions to gather information is limited. The involvement of the private sector and promotion of cooperation modalities was limited. On the other hand, certification and accreditation procedures were unclear or absent. To address these challenges, KESP identified 6 targets:

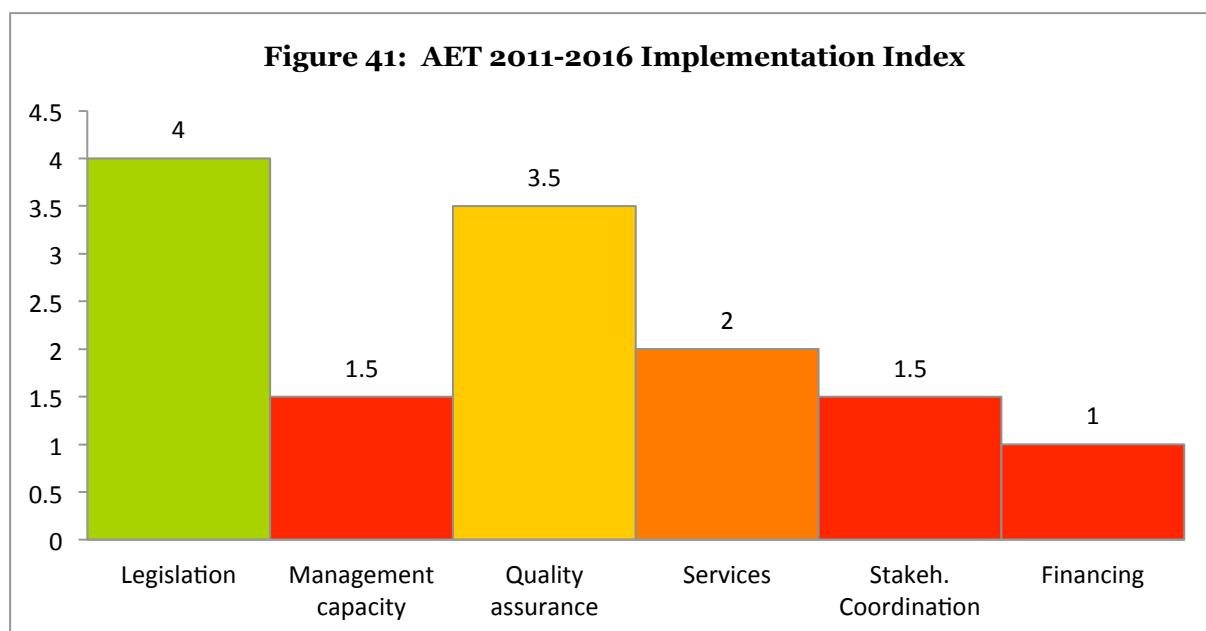
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### ADULT AND NONFORMAL EDUCATION 2011-2016 TARGETS

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

**Low participation in life-long education in the education system, the establishment of a sustainable system for promoting adult education, and the financing of this priority remains as primary challenges** - there is no financing schemes or formula regarding adult education. The operationalization and capacity building of the Agency for Vocational Education and Training and Adult Education and Development, and of the Council of the Agency represent a challenge and a prerequisite for ensuring a more coherent approach to adult education, with the aim of bringing together all relevant actors, both providers and receivers of adult education and training. Moreover, the staff lacked the capacity for treating adult education needs. The priorities of this sub-sector were mainly related to vocational education and were implemented by NGOs and businesses. The coordination of stakeholders, namely the public and private sector, is below the required level. Monitoring and policy making capacities are limited due to lack of financial resources. The level of the plan implementation based on implementation index is shown below:



### 9.1. Legislation

MEST activities during 2014 focused on drafting and adopting administrative instructions resulting from the Law on Adult Education and Training (04/L-143). Consequently, it drafted and adopted Administrative Instruction (AI) 11/2014 which determines the content of the contract on AET organization for candidates and employers. In order to encourage lifelong learning, MEST has drafted and adopted Administrative Instruction (AI) 12/2014 on age exceptions during registration of adults. Moreover, it drafted and adopted Administrative Instruction (AI) 13/2014 on annual work plan and development plan for providers of formal adult education. On the other hand, a special achievement which has relevance for this sub-program is the adoption of administrative instructions of recognition of prior learning and capacity building of the National Qualifications Authority. A primary challenge in terms of legislation consists of transitional provisions of the Law on Adult Education and Training related to financing. Therefore, it is recommended to include AET as a new policy in the financing formula for the subsequent year.

### 9.2. Administrative capacity

The midterm key milestone in this target institutional is the capacity building, vocational training promotion and linking with non-governmental providers to advance adult education and training. In 2014, MEST adopted the Administrative Instruction (AI) No. 05/2014 which regulates goals, structure and responsibilities of the **Agency of Vocational Education and Training and Adult Education (AVETAE)**. The Agency is functional and is ongoing consolidation. The Council of the Agency shall formalize the participation of institutional stakeholders, labour market and social partners in vocational education policy making and setting strategic priorities within MEST. The functioning of these mechanisms is expected to contribute to a more coherent approach to vocational education, as well as bring together relevant stakeholders including both providers and receivers of adult education and training.

### 9.3. Adult education services

During 2011-2015, MEST continued **implementing adult education and training projects**. In cooperation with the Vo-RAE organization it implemented the 'Literacy for Women

and Girls' project first level (grades 1-5) in six municipalities of Kosovo: FusheKosova, Graçanica, Gjilan, Podujeva, Ferizaj and Prizren. During this period it also continued with the implementation of the literacy project for the blind (Braille) in cooperation with the Kosovo Association of the Blind. The project trained 7 trainers who will work in continuity, as well as initiated the program for the orientation, mobility and skills of the blind with 40 participants from Mitrovica, Peja, Ferizaj and Gjilan.

Another focus of MEST activities was the **development of learning programs** for compensatory education (grades 6-9) for the adults. Compensatory education is carried out in Prishtina and FusheKosova, whereas vocational education is provided in all vocational schools (technical, economic, agricultural) in Kosovo. The first phase (school year) of the compensatory education programs is complete, which was carried out as part of vocational education in all vocational schools (technical, economic, agricultural) in Kosovo, whereas the next phase continued starting from September. Moreover, all vocational schools of Kosovo have published announcements for enrolment of students in non-formal education, the candidates have been accepted and teaching has started in all vocational schools in Kosovo. In addition, compensatory learning trainers have been trained in the Municipality of Obiliq.

**Training of teachers and administrative staff** that work in institutions providing adult education is an important aspect in addressing this priority. To this end, the group for drafting the Training Program for teachers working with vocational schools has been established. Adequate programs for training such teachers have been developed in cooperation with DVV. Moreover, in cooperation with DVV International, Ministry of Labour and University of Prishtina, training for Regional Training Centre trainers has been provided to 57 candidates. An important element in this regard is the curriculum for global adult education (Curriculum globALE), which has been translated into Albanian and distributed to all adult education providers. These activities also included the translation, printing and distribution of the andragogic manual for educators, implemented in cooperation with DVV International and with the support of GIZ and SDC.

**Promotion of life-long education** has continued in this period. Regional conferences on lifelong education have been organized, the fair of adult education and training has been organized, and a brochure dedicated to adult education and lifelong learning has been published. As part of the Week of Adult Education and Lifelong Learning, a conference has been organized with 77 participants from MEST, Ministry of Labor, MED and development partners. The goal of the conference was to improve cross-institutional coordination regarding adult education and training. The 'EduKos' fair promoted and presented adult activities in vocational schools and regional training centres, as well as activities of formal and non-formal education providers. The fair was attended by 1200 visitors.

#### 9.4. Quality assurance

The development of the National Qualifications Framework (NQF) has been a key initiative. NQF allows the recognition of prior learning, and provides a potentially national system of recognition of prior learning (RPL, also known as validation of non-formal learning), which is especially beneficial to adult learners since it will recognize, validate and certify their skills without having to repeat learning. The National Qualifications Authority, which manages the NQF, has developed national guidelines for the recognition of prior learning that can be used by providers of AET programs, social partners, employers, employer organizations, trade unions, and organizations that support job seekers. NQA has developed the Administrative Instruction on recognition of prior learning and has conducted workshops on the development of the framework and specific legal infrastructure for the accreditation of AET providers based on national standards and

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 monitoring and review systems for RPL implementation, in accordance with European guidelines. In 2014, NQA organized five validation rounds for the qualifications and accreditation of institutions offering qualification and assessment developed based on verified national and international standards.

### 9.5. Inter-institutional coordination

There is no developed practice of coordination between stakeholders. We should focus on improving coordination mechanisms for activities carried out under this priority. Coordination between stakeholders should focus on the framework of the Council for Vocational and Adult Education and Training within working sub-groups. Coordination mechanisms should also include efforts for drafting and implementing a unified framework for performance and budgetary planning. In order **to enhance coordination between stakeholders**, MEST in consultation with line ministries, NQA, donor organizations and social partners have agreed to establish four working sub-groups, which will be responsible for the development processes of vocational and adult education and training. These sub-groups will address labor market issues and career guidance, qualifications and curricula, quality assurance and adult education. MEST supports programs of DVV International focused on advancement of adult learning and entrepreneurship under SEECEL regional project.

### 9.6. Financing

Financing of adult education is mostly done in collaboration with development partners. Vocational education and training is still not involved in the education funding formula. However, a priority in subsequent years should be finding creative schemes of co-financing of adult education and training in cooperation with the Ministry of Labour, the Ministry of Trade, the Chamber of Commerce and social partners. The next objective should also be directed at stimulating contributions of the industry to adult education and training.

## 10. Information and communication technology

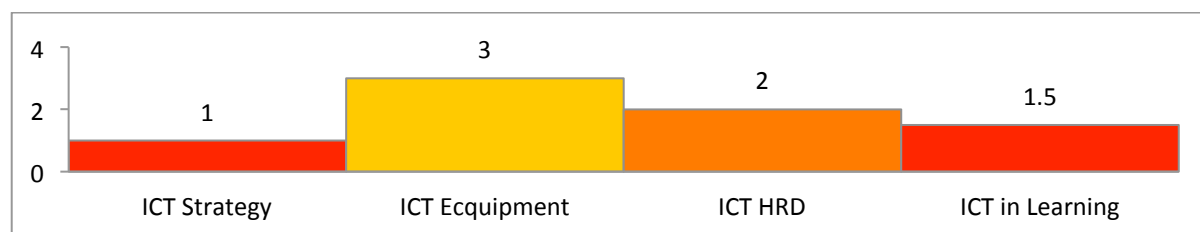
The overall objective of the Information and Communication Technology sub-sector is: *Support and enhance the learning process of all by effectively integrating ICT and strengthening and adapting the use of ICT in the education sector.*

### ICT TARGETS 2011-2016

- 1 By 2011 an ICT Strategy is in place and operational.
- 2 By 2016 the provision of adequate infrastructure for ICT
- 3 By 2016 development of human resources capable of applying ICT
- 4 By 2016 draft curricular is in place that integrates the use of ICT and e-Learning aligned with international standards

The education system has low access to ICT and modern technology is not yet appropriately integrated into the curriculum, teaching and education system management - implementation of the strategy for incorporating ICT in teaching did not go as designed. Improving the quality at all levels depends on the ability of teachers and students to acquire modern teaching and technology tools. Provision of computers and Internet to schools has progressed, but it still has not reached to all schools at country level. The computer-student ratio in Kosovo schools is 1:46, which shows a delay in relation to the European Union countries where a computer serves 3 to 7 students (EC, 2013). Equipping schools with IT and computers is still far from the target. The level of targets achievement based on the implementation index is as follows:

**Figure 42: CT Education 2011-2016 Implementation index**



### 10.1. Information and communication strategy

The Information and Communication Technology (ICT) is a cross-sector area the main target is focused on integration of this technology in Kosovo`s education. The aim is to improve the overall quality of education through application of this technology. MEST planned to establish a department for ICT as part of its organizational chart, in charge of integration of technology in the education system of Kosovo. During 2013 it was not able to get the approval of the Ministry of Public Administration. MEST has limited capacities for governing processes under this sub-program, as they were covered by donor support until the end of 2014. Equal access to quality ICT based on demand and that meets individual, social and economic needs, and advances further the goals of inclusiveness and parity.

Under the implementation of MEST's Strategy for e-Learning, the implementation of edu.net platform has continued and the Moodle teaching platform is operational. Supported by European Commission, MEST launched the tender for supplying teaching/learning materials for schools and has worked in rolling out and functioning of ICT cabinets. Microsoft supported MEST in

.....  
 acquiring licences for software to be used in ICT equipment in schools. In terms of maintenance, 25 schools have established Student Technician Clubs during this year.

## 10.2. ICT infrastructure

The dissemination and distribution of ICT to facilitate inclusion marked progress in 2014 compared to the previous year. The number of schools that have adequate ICT equipment increased from 467 in 2013 to 523 in 2014. This improvement to at 44.4 % the percentage of schools with adequate ITC equipment. Moreover, improvement of ICT distribution and equipment has improved the student-computer ratio from 1:51.4 in 2013 to 1:46.1. The number of computers in schools has increased from 7657 to 8693. In addition, 850 staff were added in 2014 to the list of 12913 staff trained in ECDL in 2013. The figures below show that about 57 % of the teaching staff is trained to use ICT.

**Table 28: Level of ICT use in schools**

	2012	2013	2014
Number of schools with adequate ICT equipment	467	523	523
Number of computers in schools	7657	7657	<b>8693</b>
Number of schools with Internet access			<b>415</b>

## 10.3. Human Resources Development

According to data by MEST, two ICT relevant trainings were provided during 2011-2015, namely ECDL and e-Learning. About 55% of teachers attended the European Computer Driving Licence training. There is no data on the number of trainees who passed the training. Further, about 8% of teachers attended e-Learning training for integrating ICT in teaching.

**Table 29: Teacher ICT Training 2011-2015**

1	E-Learning	2011	2012	2013	2014	2015	Total
	Number of teachers		-	-	-	-	1800
	Hours (20 hours per training)		-	-	-	-	36000
	% of total teachers		-	-	-	-	7.6%
2	ECDL						
	Number of teachers		5667	727	750		12811
	Hours (88 hours per training)		498696	65976	6600		1067968
	% of total teachers		24%	3.1%	3.3%		55%

## 10.4. Integration of ICT in teaching

The electronic platform MOODLE is functional and the publishing of electronic pedagogic materials has started (an EU-funded project). The electronic platform "Kosovo Education Network" (wherein MODDLE is integrated) has also been established. The project "Modernization of education system in Kosovo through electronic teaching and digitalization of the Matura exam" is continuing, consisting of the state Matura digitalization and the establishment of a portal which will include electronic learning software for ICT and Entrepreneurship subjects. Under the Twinning Project (currently supported by Finland and Austria) situation analysis was conducted in pilot schools for the application of the New Curriculum related to ICT infrastructure and teaching aids, based on the results of which it will be invested in these schools. Moreover, the JAICA project supports MEST in creating a centre of competences by building human capacities through teacher training in Japan.

# 11. Financing

## 11.1. Overview

Budget accounting systems and plan of the Republic of Kosovo has started efforts for the introduction of the functional classification of public expenditure in planning and execution. Currently the calculation of expenditures by functional classification is done manually only for the expenditures. This calculation is done only in the aggregated way, and for the purpose of monitoring expenditure in the education sector expenditure shall appear by functional sub-categories that will result in an overview of expenditures by each level of education. Education in COFOG is recognized as a functional governmental category with the following subcategories:

1. Pre-school and pre-primary education;
2. Secondary education;
3. Non-university higher education;
4. Higher education;
5. Other education;
6. Secondary (support) services for education;
7. Education research and development activities;
8. Education not classified in any other category.

The functional classification of the education sector is based on the International Standard Classification of Education (ISCED) 1997. Despite the advantages of this classification, its shortcoming lies in the fact that it does not make any clear distinction between general and vocational education; ISCED 2011 attempted to achieve this, but are not reflected in COFOG.

This brief financial analysis aims to provide an overview of total expenditures in the education sector by subsectors defined in the Kosovo Education Strategic Plan 2011-2016. For various reasons related to how budgeting is done in Kosovo and extensive requirements for distribution of funds through various channels defined by a number of laws has caused horizontal and vertical defragmentation of the sector. Such defragmentation is reflected in the budget planning and execution system for the education sector, which does not permit achieving accurate results about public expenditures made within the education sector, especially for subsectors defined in KESP 2011-2016.

Therefore, figures are explained for each sub-sector, as well as the effects of lacking financial data which can be considered in the strategic planning for the subsequent period.

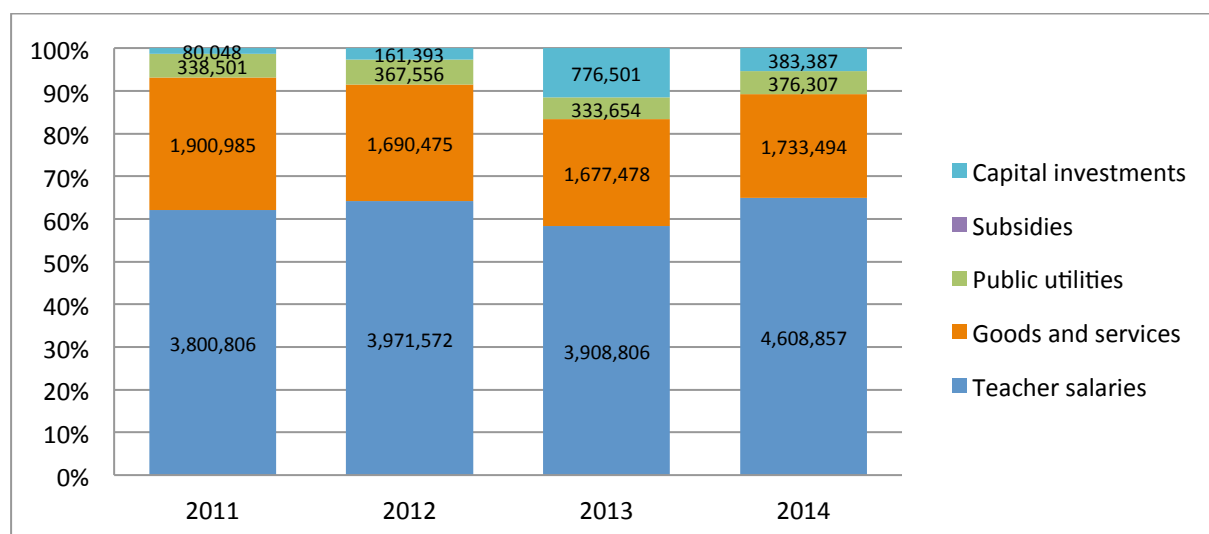
## 11.2. Pre-school education (PSE)

The structure of budgetary sub-programs in MEST does not include a particular line in the form of a sub-program for budget planning and execution for pre-school education. On the other hand, at municipal level, the Education and Science program includes the sub-program "Pre-school Education" for pre-school education budgeting including kindergartens, but it is not clear whether it includes expenditures made for pre-school education organized in primary and lower secondary schools.

Based on financial statements of municipalities, the budgetary structure for pre-school education has not changed much except in salary structure, which indicates that municipalities did not work in terms of increasing the number of kindergartens in the administrative territory covered by them.

**Table 30:: Total expenditures for PSE 2011-2014**

	2011	2012	2013	2014
Total	7,552,977	6,746,916	7,237,284	7,705,408
MEST	1,196,228	343,910	307,733	311,349
Donors	236,410	212,009	233,113	282,555
Municipalities	6,120,339	6,190,996	6,696,438	7,111,505
No of students (municipality level)	25,479	25,579	25,522	25,791
Expenditures per capita (municipality level)	240	242.04	262.38	275.74

**Figure 43: Expenditure tendency for pre-school education 2011-2014**

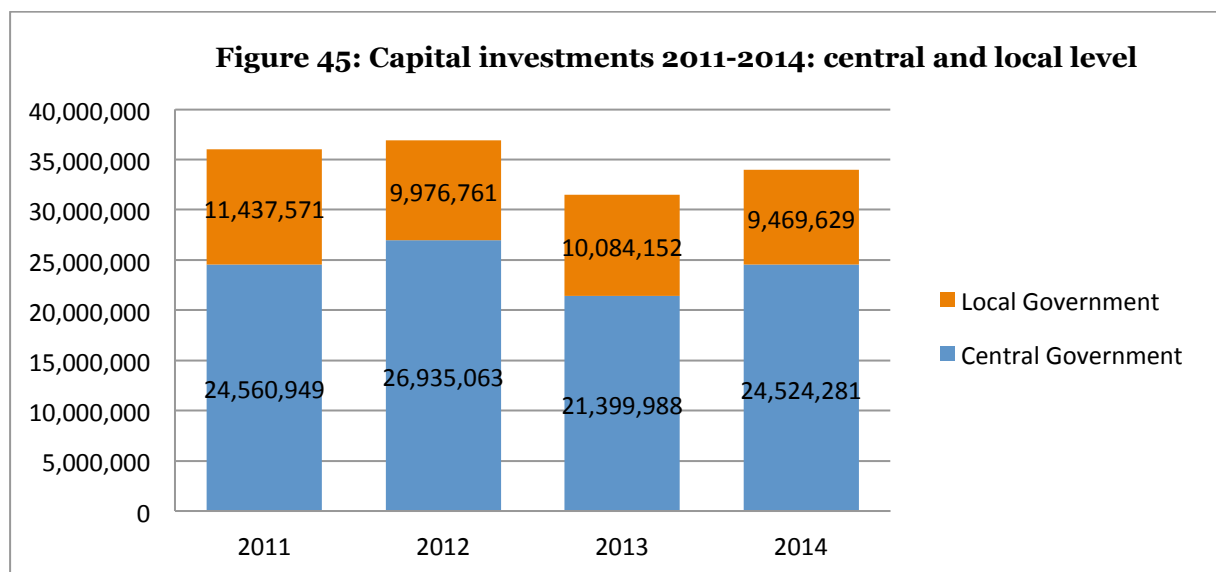
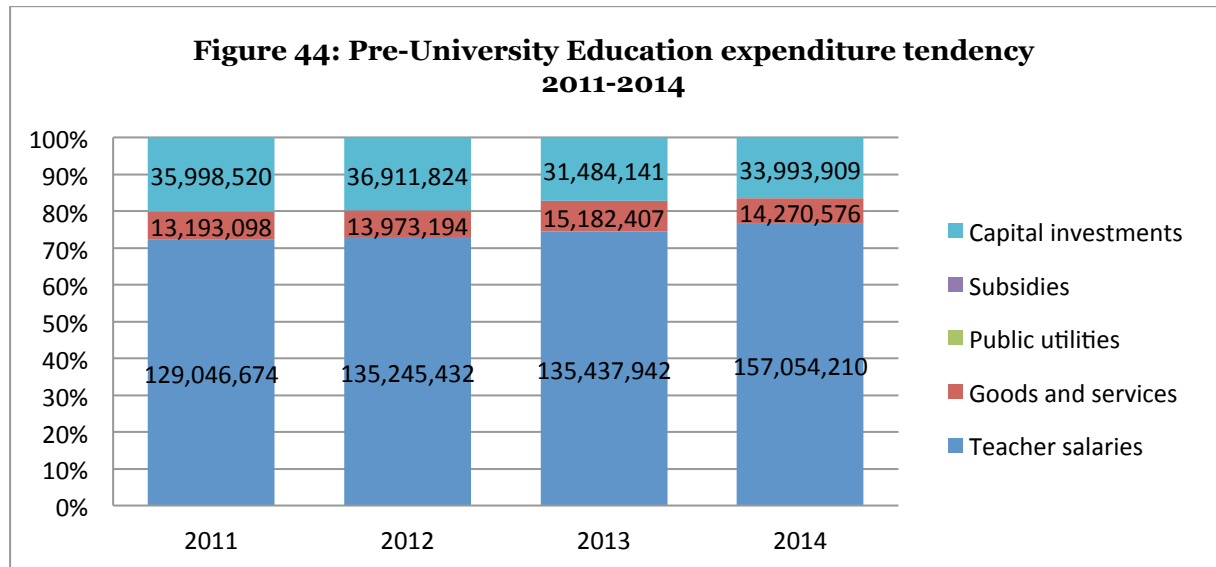
### 11.3. Pre-university education

Public Expenditures for Pre-university Education represent the total expenditures of all KESP sub-sectors related to pre-university education. Data on expenditures caused during 2011 – 2014 show a non-uniform allocation of resources for different education levels in Kosovo. Thus, expenditures per student in pre-school education were EUR 275.74 in 2014, compared to EUR 345.66 per student in primary education and EUR 459.29 per student in secondary education. Overall, expenditures per student in pre-university education were EUR 526.66.

**Table 31: PUE Expenditure 2011-2014**

	2011	2012	2013	2014
No. of students	430,707	422,925	413,249	398,244
Total expenditures PUE	182,545,769	190,619,27	186,720,600	209,738,693
Expenditures in PUE as % of governmental expenditures	9.30%	8.96%	9.03%	10.48%
Teacher salaries as % of PUE expenditures	69.33%	69.61%	71.12%	73.62%
Flowing expenditures as % of PUE expenditures	80.28%	80.64%	83.14%	83.79%
Expenditures per student	423.83	450.72	451.84	526.66
Expenditures per student primary education	345.66	345.66	345.66	345.66
Expenditures per student secondary education	322.82	343.73	366.40	459.26

Total PUE expenditures consist of total expenditures under Pre-university Education sub-program in MEST and total municipal expenditures allocated under Education and Science sub-program. The figures below show the trend of MEST expenditures for PUE and the tendency of municipal expenditures for PUE.



The above figure shows that central financing for capital expenditures in PUE declined from 74% in 2011 to 68% in 2014. Capital expenditures in this case do not cover textbook expenditures, which are budgeted in another program under MTEF.

*Note: Considering that data on PUE submitted by MEST are not segregated by financing source, central level PUE expenditures may include expenditures financed by donors and channelled through the Treasury system. Nevertheless, based on different reports, the projected budget to be provided by donors such as GIZ, SDC, USA, and EC amounts to EUR 27,200,641 for the period 2009 – 2017.*

### 11.4 Vocational education

An extensive analysis and manual comparison of budgetary data is required to acquire an accurate figure of overall expenditures in vocational education. Budget is allocated to vocational upper secondary schools under sub-program Secondary Education at municipality level, whereas

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 recently at central level MEST has established the sub-program on vocational education that represents the Agency for Vocational Education and Training, which in 2015 includes a number of Centres of Competence.

Regarding number of students in VET, the table below has been prepared based on education statistics:

**Table 32: Number of VET students compared to overall upper secondary students**

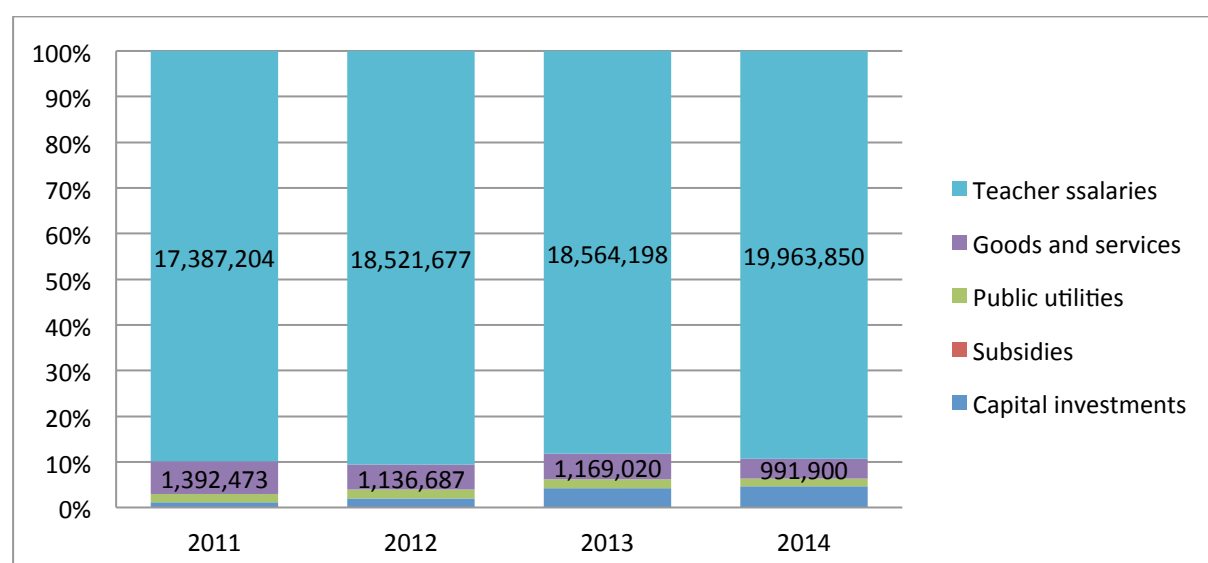
<i>No. of students</i>	106,877	105,549	103,241	94,216
<i>No. of students in VET</i>	59,963	59,525	57,430	48,697
Ratio of VET students to total number of upper secondary school students	56.10%	56.40%	55.63%	51.69%

To calculate expenditures in vocational education and training, the percentage of the number of students has been applied to total municipal expenditures for upper secondary education. The following table results from applying this cost incentive at municipal level:

**Table 33: VET Expenditure 2011-2014**

	2011	2012	2013	2014
<b>Total</b>	<b>21,865,307</b>	<b>23,206,375</b>	<b>25,117,660</b>	<b>25,227,889</b>
<b>MEST</b>	53,089	276,011	283,147	288,243
<b>Donors</b>	2,454,916	2,470,094	3,792,052	2,575,179
<b>Municipalities</b>	19,357,302	20,460,270	21,042,461	22,364,467
<i>Number of pupils (municipal level)</i>	59,963	59,525	57,430	48,697
<b>Expenditures per capita</b>	<b>323</b>	<b>343.73</b>	<b>366.40</b>	<b>459.26</b>
<b>VET expenditures expressed as % of governmental expenditures</b>	<b>1.58%</b>	<b>1.54%</b>	<b>1.67%</b>	<b>1.68%</b>
<b>VET expenditures expressed as % of GDP</b>	<b>0.46%</b>	<b>0.47%</b>	<b>0.47%</b>	<b>0.45%</b>

**Figure 46: VET 2011-2014: Expenditure tendency**



## 11.5. Adult Education and Training

Based on data submitted by respective units, MEST has realized the following expenditures for Adult Education and Training during 2011 – 2014:

**Table 34: Total expenditures in AET**

<b>Projected</b>	136,900	588,900	894,530	911,010
<b>Executed</b>	870	8,007	5,410	48,580
<b>% of execution</b>	0.64%	1.36%	0.60%	5.33%

Compared to overall education expenditures, AET expenditures are small. The table above highlights the concerning phenomenon of expenditure realization for this KESP sub-sector.

## 11.6. Higher education and science

Even though set forth by KESP and the Law on Higher Education, Kosovo has not yet developed a funding methodology for higher education institutions to ensure effectiveness and accountability. However, funding for higher education has marked an increase since 2011, as shown in the table below. Funding is increasing both as nominal amount and as percentage of the GDP and governmental budget. Funding for higher education in 2014 reached to 0.91% of the GDP, thus approaching the EU average of 1.13%.

**Table 35 .Expenditures in higher education**

Type of expenditure	2011	2012	2013	2014
<b>Higher education expenditure(€ million)</b>	34.63	37.62	41.02	50.76
<b>Education expenditures expressed as % of GDP</b>	4.60%	4.70%	4.30%	4.70%
<b>HE expenditures expressed as % of GDP</b>	0.73%	0.77%	0.77%	0.91%
<b>Education expenditures expressed as % KCB</b>	15.50%	16.00%	15.70%	16.50%
<b>HE expenditures expressed as % KCB</b>	2.45%	2.61%	2.79%	3.19%

*Source: Joint Annual Review 2014*

The analysis of public expenditures per student shown in Table 8 has considered only students enrolled in one of the six public universities in Kosovo, who are the final beneficiaries of such funding. The table points out that the nominal amount of public expenditures per students initially marked a slight decline, but increased slightly in 2014. Overall, in four years this amount has increased only by 2% due to the halving of student fees and the salary raise of university teachers. Regarding expenditures per student expressed as percentage of GDP per capita, there has been a constant decline in these four years. Thus, the level of public spending in Kosovo is higher compared to countries such as Bulgaria (16%) and Romania (19.7%), but lower than in Austria (35%), Denmark (51%), Serbia (40.1%) and Moldavia (41.8%).

**Table 36: .Expenditures per student**

Type of expenditure	2011	2012	2013	2014
<b>Expenditures per student (EUR)</b>	689	661	646	703
<b>Expenditures per student expressed as % of GDP per capita</b>	28.50%	24.89%	21.69%	21.48%

*Source: Joint Annual Review 2014 (higher education financing)*

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Overall, public expenditures for higher education are within European standards limits, whereas expenditures per student are declining due to the increase in the number of students and the continuous increase of the GDP. On the other hand, the analysis of data provided by UP shows that 73.7% of the institutional budget is spent for staff salaries, while the institution experiences a lack of academic staff. Apparently, public institutions of higher education in Kosovo do not utilize opportunities for generating own source revenues, as analyzed under target 6, and this causes pressure on the state budget.

## 12. Recommendations

### 12.1. Management and accountability

**The number of pupils in primary and lower secondary education is expected to decline due to demographic developments, therefore future plans should include targets to accommodate this development by optimizing the network of schools and the number of teachers** - population projection data point out a decline in the number of pupils at all pre-university education levels. This development is parallel to internal population migration from village to town and between municipalities. The decline of the number of pupils creates conditions for increasing system efficiency and savings. Future objective should focus on optimizing the number of teachers and schools. Savings from pre-university education could be utilized for capacity building for inclusion in pre-primary education.

**Improvement of statistical data system and their integration is essential for capacity building for evidence based planning and education system performance monitoring** - the Education Management Information System (EMIS) should be reviewed to ensure increased technology and structure capacity for collection of more detailed data on the performance of pupils, teachers and schools. Moreover, the system of higher education data is almost inexistent. The development of the higher education database should be a priority of the future plan. This system should be developed as an independent mechanism or be integrated into EMIS. Moreover, efforts should be made to develop a system with data related to scientific research and development, lifelong learning and linking data with KAS and the Ministry of Labour.

**Further capacity development efforts should be dedicated to enhancing the capacity for collecting, processing and analysing of social and gender aspects that impact student enrolment and achievement** - The existing capacities for collecting and analysing gender and equity data is limited. Future KESP strategy should address this priority and regularly monitor the impact of equal social opportunities in education and undertake policy-making correction measures. .

**Modernization of system for external assessment of pupils and continuous application of international examination models provides an ongoing input to informed policymaking and enables coordination of approaches with modern education systems** - improving credibility and integrity of the external examination system should be a specific objective in the new plan. Stakeholders should consider necessary activities and measures to ensure that learning achievement measurement is not only in compliance with the highest ethical standards, but also contributes to policy making for increasing quality in schools. In addition to the general analysis, stakeholders should also ensure a periodic mechanism for analyzing learning outcomes and demographic, social, economic, and educational factors. The stakeholders should also ensure that pre-university education incorporates outcomes and conclusions of the PISA 2015 outcome analysis.

**Advance the culture of quality assurance through external school assessment** – Kosovo does not still have a systematic process of external school assessment. The Education Inspectorate should be mandated with an extended scope beyond traditional activities of legality monitoring. The new plan should provide for the building of the institutional structure and the practice of periodic and ad-hoc assessment of pre-university level schools. This process should include the systematic assessment of school management, financial management, curricula application, teaching and learning methods, staff qualifications, teaching environment and

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 infrastructure, teaching aids (textbooks and laboratories), and of the school cooperation with stakeholders. This process should avoid competence overlapping with competent bodies for external assessment of higher education and vocational education institutions. Besides external assessment, attention should be paid also to promoting the practice of internal quality assurance and supporting schools in implementing the practice of self-assessment.

**Application of the system of teacher performance assessment, licensing and promotion scheme is very important as a measure for improving quality and accountability in the pre-university education system** – the teacher licensing process was initiated in 2011, however, it has not been fully implemented. In recent years, administrative instructions related to the evaluation of teacher performance and professional development have been drafted and adopted, nevertheless, nevertheless they have not been implemented in practice yet. The failure to implement the promotion scheme promised previously may have impaired the credibility of the process, the new plan should stipulate the implementation of this essential process that of quality assurance. The implementation of the performance assessment system requires a clear definition of the institutional chart, review of administrative instructions to ensure a consistent process, elimination of the practice of linear increase of teacher salaries, and building of a sustainable system of supporting and measuring the teachers professional development.

**Quality improvement in pre-university education requires coordinated measures for the implementation of the New Curriculum Framework** – even though the new curriculum and the core curriculum were initiated in 2011, the progress in its implementation is still slow. In the next plan, stakeholders should focus on implementing the curriculum in all schools. The implementation process should be followed by continuous evaluation to ensure understanding of challenges and ways to facilitate teachers, students and schools processes in general.

**MEST should develop and implement a funding formula that promotes performance in vocational education, adult education, and higher education and science** – there is still no unified funding structure and model for higher and vocational education. The funding formula should be categorized in a way that accommodates various needs of vocational education and promotes performance in higher education. Moreover, MEST should review the appropriate form of funding scientific research under higher education institutions to encourage scientific research, as well as of linking education, scientific research, and innovation. There are still no clear provisions related to modalities of public funding of lifelong education. The next plan should consider this priority and promote the mechanism of co-financing lifelong education.

**MEST should dedicate more attention to enhancing the capacity for inter-ethnic dialogue and tolerance in the education sector** – the next strategy should list concrete measures for implementing the Strategy on Local Governance (2016-2026). The strategy on local government commits to enhance capacity development at municipal level for promoting inter-ethnic dialogue and tolerance through local education, promote linguistic diversity, multiculturalism and human rights. These steps should enhance and stimulate cooperation between children of different communities in Kosovo.

## 12.2. Enrolment and equity in education

**Investment in pre-primary education is an essential prerequisite for improving quality in subsequent education levels and learning outcomes** – the outcome of education investment in early childhood is higher in child development early stages. As

demonstrated by the thematic analysis of pre-primary education, the degree of inclusion in this education level is very low compared to other levels and trends in the region, EU and OECD countries. A key priority in future KESP 2017-2021 targets should be the increase of inclusion of age groups 3-5 years and 0-3 years. The inclusion rate of the age group 3-5 years should be increased from 29% currently to 50% by 2020. Increasing inclusion does not necessarily address the element of quality. Therefore, the target for increasing inclusion should be coordinated with parallel activities aimed at improving quality and teachers qualifications, application of modern teaching and learning methodologies, and the development of a sustainable quality assurance system. Greater concentration is required to increase the inclusion of non-majority communities in early and pre-school education.

**Increasing of RAE community inclusion in all levels of education remains a challenge of universal inclusion and should continue to be a priority** – the enrolment of RAE students in pre-primary and higher education is low and there are still challenges in primary, lower secondary and upper secondary education. The next plan should stipulate the development of a sustainable mechanism within MEST to promote inclusiveness and enrolment balance of all communities in Kosovo. In this process should be provided prerequisites for ongoing support, awareness raising, providing financial mitigation measures and addressing the dropout phenomenon. Moreover, additional measures to encourage the inclusion of this community in upper secondary and higher education should be provided.

**MEST should support the functioning of municipal teams for preventing school dropouts** - these measures should secure a more cohesive response and assistance for children dropping out of schools and address low enrolment levels in education.

**12.3. Relevance and linking education with labour market**

**Vocational education curriculum should be closely linked with dynamic demands of the labour market** – the vocational education curriculum should be clearly differentiated and incorporate the modular approach based on qualifications that improve chances of employment and interacting with the labour market. Qualifications provided by vocational schools should be subject to review through the external assessment mechanism. The incorporation of labour market demands by reforming curricula and qualifications is an essential condition for vocational education development. This process should also include empowering and establishing institutions and councils for coordination between line ministries and institutional actors with social enterprises and partners. Undoubtedly, the development of new qualifications should be based on a complete process of professional standards and in clear monitoring mechanisms of the labour market demands.

**Higher education curricula and programs should be based on labour market skill requirements** - there are no operating standards for reviewing higher education curricula and programs and linking them with the labour market. The highest number of students and education programs are under the category of social sciences and law. Based on baseline indications, the program offer is more focused on programs that do not guarantee improvement of labour force productivity in the essential economic sectors. Institutions should be encouraged to reorient their strategic focus to deficient fields. On the other hand, MEST should incorporate provisions in the funding formula to enable the re-balancing of program structure and number of students based on market developments.

## 12.4. Sub-sector recommendations

<b>Pre-primary education</b>		
<b>Priority</b>	<b>Activities</b>	<b>Results</b>
<i>1.1 Increase inclusion in pre-primary education (5)</i>	<ul style="list-style-type: none"> <li>Conduct a feasibility study on obstacles to participation in pre-school education pursuant to the provision on mandatory pre-school education of the Law on Pre-university Education.</li> </ul>	Increased participation of children in pre-school education (aged 5) from 75% to 90%
<i>1.2 Increase inclusion in pre-school education (3-4)</i>	<ul style="list-style-type: none"> <li>In order to get a better overview of the situation in preschool education it is necessary to gather data regularly from private and community-based preschool institutions</li> <li>Public-private partnerships should be seen as a potential solution for expanding capacities of pre-school education, especially for the age-group 0-6.</li> <li>Request modalities to support community-based centres, with particular emphasis on those serving to marginalized groups.</li> </ul>	<p>Increased participation of children (aged 3-4) in pre-school education from 18% to 35%</p> <p>Increased general participation in preschool and pre-primary education (3-5) from 26% to 43%</p>

<b>Pre-university education</b>		
<b>Priority</b>	<b>Activities</b>	<b>Results</b>
<i>2.1 Improve the achievement and quality assurance mechanisms</i>	<ul style="list-style-type: none"> <li>Analyse carefully the national results in the Matura and semiMatura exam and use conclusions to improve the system.</li> <li>Analyse PISA results to document key factors in the achievement of pupils.</li> <li>Improve the administration of tests through digitizing and improving the content pursuant to the new educational curriculum.</li> <li>Build the capacities of the Inspectorate of Education as a key mechanism in external quality assurance and launch the systematic assessment practices of schools in order to analyse the achievement and processes.</li> <li>Finalise the Quality Assurance Strategy.</li> </ul>	The achievement of pupils and accountability in education, increased
<i>2.2 Accelerate the trend of new curriculum implementation</i>	<ul style="list-style-type: none"> <li>Establish professional education groups at the municipal level in order to exchange best practices and advance the implementation of new curriculum.</li> <li>Build the capacities of MED for planning and implementing the new curriculum.</li> <li>Promote the cooperation between pilot schools and schools waiting for the implementation of the new curriculum.</li> <li>Improve monitoring and mentoring in pilot schools. Monitoring results are very important for enabling the expansion of new curriculum in other schools in Kosovo, considering that this requires significant budgetary expenditures.</li> </ul>	The number of schools implementing the New Curriculum increased
<i>2.3 Finalize the</i>	<ul style="list-style-type: none"> <li>Review the software for funding formula</li> </ul>	The responsibility of

<i>process for transferring the financial responsibilities to schools</i>	<ul style="list-style-type: none"> <li>▪ Review the Administrative Instruction for schools in financial education formula</li> <li>▪ Build the capacities of MEDs and schools for financial management and reporting</li> <li>▪ Launch a study on the teachers and infrastructure optimization process as a response to the decline of the number of pupils.</li> </ul>	<p>management has been increased</p>
<i>2.4 Improve the inclusion in education and address the cases of school drop-outs</i>	<ul style="list-style-type: none"> <li>▪ Regarding Roma, Ashkali and Egyptian communities, the focus should be on promoting the participation in upper secondary education. This can be done by supporting many initiatives of development partners for providing scholarships and providing mentoring for students, as well as continuing the support of the Ministry for community learning centres aimed at advancing the knowledge and skills of beneficiaries.</li> <li>▪ Regarding other communities integrated into the Kosovo education system, it should be worked on ensuring the conditions for education in the mother tongue, as well as the implementation of new curriculum in schools providing teaching in these languages.</li> </ul>	<p>All pupils have been included in the pre-university education system and the community inclusion in education has been enhanced</p>
<i>2.6 Improve the safety mechanisms in schools and promote the health in schools</i>	<ul style="list-style-type: none"> <li>▪ Invest in improvement of safety infrastructure in schools and ensure a more advanced approach of the cross-sector and inter-institutional coordination in the prevention of violence in schools, as well continue with the promotion of good health practices. These measures should be implemented in parallel with infrastructure investments in the construction and renovation of school buildings.</li> </ul>	<p>Friendly and safe environments for teaching are established and schools conduct promotion of health</p>

**Vocational education**

<b>Priority</b>	<b>Activities</b>	<b>Results</b>
<i>3.1 Capacity building of vocational education institutions and the establishment of system for supervision, coordination, and cooperation among them, as well as with stakeholders / businesses</i>	<ul style="list-style-type: none"> <li>▪ Improve the commitment to functionalize the Council of Vocational Education and Training and other mechanisms that ensure coordination and cooperation between vocational schools and businesses by establishing industrial councils and sub-councils in national and local level.</li> <li>▪ Support for the capacity building of the Agency for Adult Vocational Education and Training</li> <li>▪ Strengthening and functioning of vocational training structures (establishing clear legal basis, duties and responsibilities, accountability, the need to draft the work planes and regular reporting of their results etc.</li> <li>▪ Establishment of two new Centres of Competence of two current vocational schools in Prizren and Prishtina.</li> <li>▪ The issue of performance evaluation framework of adult vocational education and training should be addressed within the Torino Process.</li> <li>▪ Also, in accordance to the recommendations of</li> </ul>	<p>It is aligned the institutional framework and coordination of stakeholders in vocational education</p>

<p><i>3.2 Development of the system for analyzing the requirements of the market</i></p>	<p>the study “Vision for Skills in Kosovo 2020”, it should be considered the possibility that vocational education, professional treatment and vocational training to be implemented within a national aligned framework for advancing the skills.</p> <ul style="list-style-type: none"> <li>▪ It is required the implementation of mechanisms for prediction of market requirements based on a survey of employees and employers.</li> </ul>	<p>It is improved the connection of vocational education with labour market</p>
<p><i>3.3 Improvement of the quality management system</i></p>	<ul style="list-style-type: none"> <li>▪ Extension and expansion of the scope of implementation of the system in vocational education institutions.</li> <li>▪ Awareness raising activities of institutions, students and teachers regarding the National Qualifications Framework.</li> <li>▪ Advancement of drafting the guidelines for implementation of the framework and its harmonization with the European Qualification Framework.</li> <li>▪ Efforts must be intensified to support the schools to functionalise offices and internal processes of quality assurance.</li> <li>▪ Draft new standards of profession and review the existing ones to enable provision of conditions to commence the process of school accreditation.</li> <li>▪ Review the document for classification of professions.</li> <li>▪ It should be reviewed the school funding scheme for vocational education in order to change the funding formula - by recognizing differences in demands in order to finance the education of various profiles.</li> </ul>	<p>It is improved the quality and achievement of students in vocational education</p> <p>Vocational education is becoming attractive for students of upper secondary education</p>
<p><i>3.4 Teachers' education and training</i></p>	<ul style="list-style-type: none"> <li>▪ in advancement of qualifications through the development of a special master program in vocational education in the Faculty of Education / University of Prishtina.</li> <li>▪ it must be drafted a new calendar of training and it must allocate additional resources for education and retraining of new and current teachers in pedagogical skills and teaching means.</li> </ul>	<p>It is improved the teaching quality and achievements of student</p>
<p><i>3.5 Promotion and development of professional practice</i></p>	<ul style="list-style-type: none"> <li>▪ Functioning of the Council for Vocational Education and Training would be a crucial step to advance this priority.</li> <li>▪ Participation of stakeholders from the labour market and the establishment of local councils and sub-councils will not be just a positive step for providing proper signals for development of curricula but at the same time it would stimulate the commitment of industry to establish partnerships with schools for implementation of</li> </ul>	<p>It is improved the orientation of students in the labour market and it is assured the connection between supply and demand in the labour market</p>

<p><i>3.6 Improvement and development of career guidance and advisory system</i></p>	<p>professional practice.</p> <ul style="list-style-type: none"> <li>▪ It should also be encouraged the model of local coordination between schools and industry</li> <li>▪ It should be increased the number of organizations and businesses that provide opportunities for practical work, it should be increased the support for development of internal capacity for work experience, provide maintenance for laboratories and ensure that we have an implementation of professional practice within the curricula.</li> <li>▪ Increase the number and the training of necessary instructors to engage in enterprises but also in vocational schools.</li> <li>▪ Establish incentives for companies that provide cooperation with vocational schools.</li> <li>▪ Development of an integrated model for career guidance and preparation of clear programs and standards as well as capacity building for the schools that have this model.</li> <li>▪ Education and training of educational staff involved in career guidance - from 6% that is currently to 8%.</li> </ul>	<p>It is facilitated the transition of students into the labour market</p>
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**Teachers Professional Development**

<b>Priority</b>	<b>Activities</b>	<b>Results</b>
<p><i>4.1 Implement the project for re-qualification of teachers</i></p>	<ul style="list-style-type: none"> <li>▪ Implement the project for re-qualification of 2000 teachers that have the high vocational school and secondary education with Bachelor level at the Faculty of Education in accordance to the administrative instructions on teachers' normative.</li> </ul>	<p>Improvement of the quality of student's teaching and achievement</p>
<p><i>4.2 Improve mechanisms for professional development of teachers</i></p>	<ul style="list-style-type: none"> <li>▪ Advance the drafting of educational/municipal plans for teachers' professional development in accordance to the administrative instruction for funding teachers' professional development.</li> <li>▪ Simultaneously accelerate the training process for the teachers to implement the new curriculum, assessment methods, teaching approach and incorporation of information technology in teaching process.</li> </ul>	<p>Improvement of teaching and learning methods</p>
<p><i>4.3 Implement a system for evaluation of performance and teachers' licensing</i></p>	<ul style="list-style-type: none"> <li>▪ Implement a system for evaluation of teachers and relate it with licensing and grading system.</li> <li>▪ It should be avoided the practice of linear growth of payment since it undermines the process of quality improving and accountability.</li> </ul>	<p>Improved motivation of teachers in the educational process</p>
<p><i>4.4 Optimize the number of teachers</i></p>	<ul style="list-style-type: none"> <li>▪ As a result of the effect of decrease of birth rate, the number of students is declining in a high scale. It should be launched a more comprehensive study about the possibility of optimizing the number of teachers and reallocation of human resource from the primary / secondary level to pre-primary and pre-school</li> </ul>	<p>It is established a coherent policy of regulating the student/teacher ratio and the teaching norm</p>

<p>4.5 Issuance of the policy of early retirement of teachers with physical and social disability</p>	<p>level.</p> <ul style="list-style-type: none"> <li>▪ Such a process can be implemented through non-replacement of teachers that retire (about 450 per year). The teaching rate should be increased in comparison with European practices.</li> <li>▪ Consider the possibility to launch a project for withdrawing the teachers with physical, visual and hearing disabilities from the teaching staff through earlier retirement.</li> <li>▪ This must be discussed with the Ministry of Labour and SBASHK. It should be piloted only in the most critical cases of the age over 55 by providing 75% of the payment until reaching the retirement age.</li> </ul>	<p>It is reduced the loss of the learning process and it is improved the achievement of students</p>
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**Higher education**

Priority	Activities	Results
<p>5.1 Modernize the governance of higher education</p>	<ul style="list-style-type: none"> <li>▪ Approve the revised Law on Higher Education</li> <li>▪ Draft / adopt the Law on Regulated Professions</li> <li>▪ Review / implement the Law / administrative instruction for scientific research - that stimulates investment in scientific research;</li> <li>▪ Draft / approve legal framework for innovation and finalize the Strategy for Innovation</li> <li>▪ Review / re-draft the Strategy for Higher Education (within the KESP or as a separate document);</li> <li>▪ Draft / review the National Science Program for a new time cycle 2016- 2020</li> </ul>	<p>It is improved the capacity for policymaking in higher education and scientific research</p>
<p>5.2 Improve the quality of higher education and scientific research</p>	<ul style="list-style-type: none"> <li>▪ Complete implementation of Standard Guidelines on Quality (ESG) and ENQA membership criteria;</li> <li>▪ Define and strengthen the various roles of involved mechanisms (MEST, KAA, Inspectorate of Education) in Quality Assurance;</li> <li>▪ Promote and support internal quality assurance by encouraging the culture of quality in curriculum, academic staff, infrastructure, students, etc;</li> <li>▪ Develop and implement the higher education data system (SMIAL);</li> <li>▪ Build an information system for scientific research and development;</li> <li>▪ Draft the system of global indicators (local, EU and OECD) for higher education;</li> <li>▪ Provide input on the status of students and the output for higher education through surveys (OECD PIAAC);</li> <li>▪ Focus on the increase of the number of graduates and conduct a deeper study that documents the barriers to graduation</li> <li>▪ Improve the optimal ratio between academic staff and administrative staff per student</li> </ul>	<p>The mechanisms are improved that enable the achievement of students and it is increased the number of graduates</p> <p>It is increased the accountability and transparency of institutions of higher education</p>
<p>5.3 Linking higher education offer with market demand</p>	<ul style="list-style-type: none"> <li>▪ Conduct a deep study for drafting the framework for profiling public universities and other institutions of higher education by considering the potential opportunities for the development of certain regions of Kosovo;</li> <li>▪ Conduct a study for predicting the skills in order to incorporate the perspective of government, private, local</li> </ul>	<p>Improved linking of labour market demand with educational offer</p> <p>Skills acquired in</p>

	<p>and regional sector for development of educational programs</p> <ul style="list-style-type: none"> <li>▪ Higher Education Council - advisory group should be institutionalized within the TLP/USAID project as an institutional body for coordination between stakeholder in higher education including MEST, higher education institutions, social partners, industry and businesses;</li> <li>▪ MEST should increase the support and promote the establishment of centres for transfer of knowledge and career centres in higher education institutions.</li> <li>▪ It is recommended to support the 'triple-helix' initiative for cooperation between research, industry and higher education institutions within industrial clusters (SEE 2020)</li> <li>▪ Support the higher education and vocational education institutions in establishment of knowledge transfer centres, establishment of incubators for training in entrepreneurship and start-ups and encourage academic and professional programs through joint partnership of education institutions and industry.</li> </ul>	<p>higher education are in line with demand and contribute to economic growth</p>
<p><i>5.4 Improve the management and the level of financing for higher education and scientific research</i></p>	<ul style="list-style-type: none"> <li>▪ Development and adoption of the concept and formula for financing the higher education - to adopt a form of financing that promotes results and performance, development and competitiveness, and it should be formalized with an (sub) legal act. It should be examined the structural incentives through funding formula - overall financing for deficient profiles and partial funding for surplus profiles.</li> <li>▪ Implementation of legal commitment for allocation of 0.7% of the government budget in scientific research and development;</li> <li>▪ Establishment of innovation fund (which is envisaged in the draft strategy for Innovation) and its formalization through the legal framework (law on innovation, or any other legal act)</li> </ul>	<p>It is improved the efficiency and accountability in higher education</p>
<p><i>5.5 Advancement of internationalization of higher education and scientific research</i></p>	<ul style="list-style-type: none"> <li>▪ Finalize the full membership in the European Area of Higher Education / Bologna;</li> <li>▪ The ratification and complete implementation of the Lisbon Convention for Recognition of Qualification within the ENIC-NARIC network as well as through bilateral agreements and strengthening of the capacity for recognition of non-formal qualifications;</li> <li>▪ Establish the Rectors' Conference - a non-governmental institution and the bicameral representation (public and private institutions);</li> <li>▪ Membership of higher education institutions of Kosovo in the European Universities Association (EUA);</li> <li>▪ The establishment and functioning of the Student Union of Kosovo and its membership in the European Union of Students;</li> <li>▪ Promoting cross-border programs through Erasmus Plus, including the programs that promote joint degrees</li> </ul>	<p>System of higher education and scientific research integrated in institutions and global trends</p>

<ul style="list-style-type: none"> <li>▪ Promotion of internal and external mobility for students; academic staff and researchers through various support schemes;</li> <li>▪ Provide study programs and modules in foreign languages (especially in English language), especially for the second and third level of studies to enable the mobility of students, academic staff and researchers from other countries in Kosovo;</li> <li>▪ Preparation for application for an Associate status in Horizon 2020;</li> <li>▪ Support for the public and private institutions of higher education and research to join EIRMA (European Industrial Research Management Association), EARMA (European Association of Research Managers and Administrators), European Association of Research and Technology Organisations (EARTO), BusinessEurope Initiative, European Universities Association (EUA) and European Roundtable, etc;</li> <li>▪ Support for the institutions (through information, training, grants, etc.) to apply in cross-border programs of scientific research through Horizon 2020;</li> <li>▪ Provision of grants for joint research projects with regional and international countries.</li> </ul>	<p>Budgetary implications</p> <p>€ 9 million</p>
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<b>Adult training</b>		
<b>Priority</b>	<b>Activities</b>	<b>Results</b>
<i>6.1 Increase the financing for adult education</i>	<ul style="list-style-type: none"> <li>▪ Develop a funding formula and inclusion of this priority in 2015/2016 MEST budget as well as finding the forms to create schemes for co-financing the education with other institutions and social partners</li> </ul>	It is increased the involvement of adults in education
<i>6.2 Strengthen the institutional capacity for coordination of stakeholders</i>	<ul style="list-style-type: none"> <li>▪ Focus should be on improving the mechanisms for coordination of activities within this priority. Coordination between stakeholders should focus on the framework of the Council for Adult Vocational Education and Training within the working subgroups.</li> <li>▪ Coordination mechanisms should also include the efforts to draft and implement a unified framework of performance and budgetary planning</li> <li>▪ Ensure cooperation between economy, schools and local level through campaigns, exhibitions, conferences etc.</li> </ul>	It is increased the capacity for policy making and policy implementation
<i>6.3 Advance the quality assurance system</i>	<ul style="list-style-type: none"> <li>▪ Support of the National Qualifications Authority to develop the capacities for extension and expansion of the scope of accreditation of providers of adult education.</li> <li>▪ Review the AVET programs and capacity building of teachers who deal with adult training.</li> <li>▪ Piloting the recognition of prior learning (according to administrative instructions) in a</li> </ul>	It is improved the quality of educational offer in adult education.

<p>6.4 <i>Improve the capacities for recognizing and validating prior learning</i></p>	<p>public / private school which will result with its accreditation</p> <ul style="list-style-type: none"> <li>▪ To work in advancing the implementation of the system for formal recognition and validation of prior learning.</li> <li>▪ Increase the efforts for awareness raising among adults and adult education providers through training, organizing information campaigns etc.</li> </ul>	<p>It is improved the recognition of prior learning and employment chances are improved</p>
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### Information and Communication Technology

Priority	Activities	Results
<p>7.1 <i>Improve the use of information and communication technology in teaching and learning</i></p>	<ul style="list-style-type: none"> <li>▪ Provide internet connection for 600 educational institutions</li> <li>▪ Double the number of computers in schools by providing 8000 new units</li> <li>▪ Promote the use of information technology in learning by piloting the Laptop scheme for students, equipping 20,000 students with laptop each year in technical vocational schools and centres of competence</li> <li>▪ Promote the use of information technology in teaching by piloting the laptop scheme for teachers, equipping 7,500 teachers of upper and lower secondary school with laptops</li> <li>▪ Equip all educational institutions of pre-university level with video-projectors (1500 units)</li> <li>▪ Equip all educational institutions of pre-university-level with interactive whiteboards</li> <li>▪ Provide trainings and certification on ICT for 7500 teachers</li> <li>▪ Improve the maintenance and formation of ICT teams in schools</li> </ul>	<p>The use of ICT in teaching and learning has been increased, as well as the achievement of pupils has been increased</p> <p>Sources for implementation of the new curriculum have been improved</p>
<p><b>Budgetary implications</b></p>	<p>€ 15 million (€ 3 million per year)</p>	

### Capacity building

Priority	Activities	Results
<p>8.1 <i>Improve the capacity for collecting, processing and reporting the statistical data in education</i></p>	<ul style="list-style-type: none"> <li>▪ Integrate the data of existing MEST software into EMIS. Data on infrastructure, teachers, and achievement in external tests should be integrated in an interoperable system.</li> <li>▪ Integrate the data of pupils, teachers and schools belonging to the Serbian community into EMIS</li> <li>▪ Update the indicators of education to reflect EU indicators and conclusions of OECD/EUROSTAT/UNESCO.</li> <li>▪ Invest in training and capacity building for processing &amp; reporting data at central &amp; local level</li> <li>▪ Align data between MEST and KSA</li> <li>▪ Educational data are used to help policy-making process through analysis of the impact of policies and generation of scenarios</li> <li>▪ Improve the capacity to collect data on the output of pupils/students in the labour market.</li> </ul>	<p>Capacity for evidence-based policy-making, improved</p>
<p>8.2 <i>Improve</i></p>	<ul style="list-style-type: none"> <li>▪ Capacity building of municipalities for strategic planning,</li> </ul>	<p>Capacities for</p>

<i>capacities for strategic planning and performance monitoring</i>	<p>drafting the strategic documents and monitoring of performance in education</p> <ul style="list-style-type: none"> <li>▪ Assist municipalities for (re) organization of the organizational structure and human resource development</li> </ul>	<p>polycymaking and policy implementation, built.</p>
<i>8.3 Improve the governance of the education system</i>	<ul style="list-style-type: none"> <li>▪ Build capacities for monitoring the implementation of laws and bylaws</li> <li>▪ Build technical capacities for policy-making and drafting of bylaws</li> <li>▪ Conduct a study for the evaluation of institutional, organizational and individual (Capnam) capacities in the education system</li> <li>▪ Conduct a comprehensive study in relation to the optimization of schools' education staff</li> <li>▪ Assess the training needs on an ongoing basis and develop the plan of trainings</li> <li>▪ Implement the performance assessment system in MEST and MED</li> </ul>	<p>The effectiveness and accountability in the education sector, increased</p>
<i>8.4 Include the gender policy dimension in education</i>	<ul style="list-style-type: none"> <li>▪ Promote the real gender competition in education system</li> <li>▪ Proper implementation of the Law on Gender Equality in terms of recruitment and introduction of gender-sensitive language in official documents</li> <li>▪ Review textbooks to remove gender prejudices</li> <li>▪ Improve the inclusion of females in managerial positions</li> <li>▪ Organize trainings on gender equality at the central and local level</li> <li>▪ Introduce Gender Responsive Budgeting in the Education Sector</li> </ul>	<p>Equal opportunities for all in education sector</p>
<i>8.5 Increase the inclusion of Diaspora in education</i>	<ul style="list-style-type: none"> <li>▪ Align the current curriculum in Diaspora with the Kosovo Curriculum Framework</li> <li>▪ Implement the didactic platform for learning the language of origin through the internet</li> </ul>	<p>The connection of Diaspora with education system, improved</p>
<i>8.6 Include environmental issues into the education sector</i>	<ul style="list-style-type: none"> <li>▪ Promote environmental issues as a component of school programmes and education policies.</li> <li>▪ Draft and introduce an environmental policy for the education sector.</li> </ul>	<p>Environmental awareness raising in schools</p>

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