



Municipality of Prishtina

# EDUCATION DEVELOPMENT PLAN 2013-2017



An EU funded project managed by the European Union Office in Kosovo and implemented by Cambridge Education, Kosova Education Center (KEC), Education 2000+ Consulting and Tribal Helm

# **Municipality of Prishtina**

## **EDUCATION DEVELOPMENT PLAN 2013-2017**

Pristina, September 2012

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### **Education Development Plan 2013-2017**

This document was approved by Pristina Municipal Assembly at the meeting held on 27 September 2012.

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## List of abbreviations

<b>BEP</b>	Basic Education Program
<b>KCB</b>	Kosovo Consolidated Budget
<b>MED</b>	Municipal Education Department
<b>CSN</b>	Children with Special Needs
<b>GiZ</b>	German Development Cooperation
<b>EI</b>	Educational Institutions
<b>PSI</b>	Pre-school Institution
<b>KPI</b>	Kosovo Pedagogical Institute
<b>KEC</b>	Kosovo Education Centre
<b>KEK</b>	Kosovo Energy Corporation
<b>MEST</b>	Ministry of Education, Science and Technology
<b>KESP</b>	Kosovo Education Strategic Plan
<b>PDC</b>	Professional Development Centres
<b>JAR</b>	Joint Annual Review
<b>PLSS</b>	Primary and Lower Secondary School
<b>USS</b>	Upper Secondary School
<b>SMS</b>	Secondary Music School
<b>KPS</b>	Kosovo Police Service
<b>PSPR</b>	Public Services, Protection and Rescue
<b>EMIS</b>	Education Management Information System
<b>SWAP</b>	Sector Wide Approach
<b>SWOT</b>	Strengths, Weaknesses, Opportunities, Threats
<b>SDEEC</b>	Standards for the Development of Education in Early Childhood
<b>ICT</b>	Information and Communication Technology
<b>UNICEF</b>	United Nations Children’s Fund
<b>TPD</b>	Teacher Professional Development

## Executive Summary

Education Development Plan of the Pristina municipality 2013-2017 was drafted one year after the approval of three very important documents at the national level such as: Kosovo Education Strategic Plan 2011-2016, Kosovo Curriculum Framework and The Law on Pre-University Education. This plan came as a need that Pristina as a capital of Kosovo and as a municipality with largest number of educational institutions and students, needs to take responsibility to improve the situation in pre-university education in accordance with the law and education development documents. With support from EU SWAp Education Project financed by the European Union, Municipality of Pristina decided to draft a five year development plan for the education sector that will reflect interests of all partners, first and foremost, the interests of Pristina citizens and of Kosovo. In this regard, a planning process was organized with wide participation of all relevant stakeholders that took place in the period of May-August 2012. This document is the result of that process and it reflects a wide consensus within Pristina municipality .

Initially, a planning group was established consisting of MED and MEST officials and from education Institutions and representatives of political parties of Pristina Municipal Assembly. After that, based on the data gathered and based on a SWOT analysis, a comprehensive analysis was done regarding the situation in pre-university education in Pristina municipality. This analysis has brought into light actual strengths and weaknesses, opportunities and threats that could affect in the future. Based on that, five main fields of analysis have been identified and they are as follows: Education Management, Pre-school Education, Primary and Secondary Education, Teachers' Professional Development, and Infrastructure. After reaching a consensus about the current situation, the planning group developed the vision for the development of education in the municipality. Key words of this vision are: inclusion, equal opportunities and quality. Below is the formulation of the vision:

*An Inclusive education system that provides equal opportunities for all, that offers quality education and aims to achieve modern standards that encourage lifelong learning, for the economic and social development of Pristina municipality and the whole country.*

During this process, five strategic objectives have been defined for the development of the education in Pristina municipality :

1. Qualitative and efficient governance, leadership and management in educational Institutions
2. Increased participation of children in preschool education and provision of qualitative services
3. Increase of quality and inclusion in primary and secondary education
4. Building mechanisms for continuous teacher professional development
5. Creating a friendly, healthy and safe environment for all

For each strategic objective, measurable indicators and measures leading to the achievement of each objective have been defined. The action Plan and the Budget are developed for the whole period of the implementation of the Education Development Plan, starting from 2013 and ending in 2017. The action plan and the budget as well are very general and should be reviewed before each fiscal year. A detailed plan of activities for the coming year needs also to be drafted before each fiscal year.

The total cost for the implementation of the Development plan is around 27.2 million euros and a table of costs needed is given below based on strategic objectives and divided per year.

Area	Budget					
	2013	2014	2015	2016	2017	Total
Management	€ 5,250	€ 22,800	€ 34,100	€ 50,800	€ 50,800	€ 163,750
Pre-school education	€ 60,500	€ 111,600	€ 182,400	€ 226,600	€ 226,600	€ 807,700
Primary and secondary education	€ 322,000	€ 440,000	€ 454,000	€ 504,000	€ 354,000	€ 2,074,000
Professional development	€ 0	€ 50,000	€ 75,000	€ 75,000	€ 0	€ 200,000
Environment and infrastructure	€ 6,322,500	€ 6,050,000	€ 4,100,000	€ 3,735,000	€ 3,720,000	€ 23,927,500
	<b>€ 6,710,250</b>	<b>€ 6,674,400</b>	<b>€ 4,845,500</b>	<b>€ 4,591,400</b>	<b>€ 4,351,400</b>	<b>€ 27,172,950</b>

Some of these costs are covered by Municipal budget and some of them by the Kosovo Consolidated Budget.

## Foreword

The project “Sector Wide Approach in Education” (EU Education SWAp) funded by the European Union was launched in the autumn of 2009, with an inception report drafted and approved in February 2010, thus marking the beginning of the project implementation. The project has three components. The first component aims to strengthen capacities of the Ministry of Education, Science and Technology (MEST) and of Municipal Education Departments in managing the education system, planning, development and monitoring of efforts related with these activities. The second component of the project provides support in reviewing Kosovo Curriculum Framework which will make way for the review of subject curricula and will be implemented in phases. And the third component of the project is to support the development of the framework, standards and policy of professional development regarding licencing of teachers. All three components are interrelated and aim to implement the sector-wide approach in education and, as such, the component of developing capacities (the component 1) is planned to contribute to the implementation of aspects of the components 2 and 3.

In September 2010, the project EU SWAP in education carried out a needs analysis in order to identify the most appropriate methods of planning and tools to be used in planning the education in Kosovo at the central and municipal levels, including the strategies for their implementation. The conclusion was that, there is a need for planning tools to be drafted and presented in a way that it would be easier to be used by education authorities in their daily work. This activity is complemented by other EU EduSWAP, and it is worth mentioning two of them: 1) Technical assistance to build capacities of Municipal Department s of Education and 2) Development and implementation of tools for financial planning that are appropriate to be used in budget planning in the sector of education.

The initiative for this Education Development Plan first came in 2010 from Mr. Remzi Salihu, former MED in the Pristina Municipality who wanted to see a more comprehensive planning and development approach implemented in his department and in the pre-university education in Pristina, so that *“we provide best education to the children of the Kosovo capital that could serve as model to other municipalities”*. Mr. Salihu did not live to see his idea come true, but his vision lives in every in every page of this education development plan.

Within the technical assistance to build capacities of municipal education department, a decision was taken to help Pristina municipality in drafting a comprehensive plan for education of Pristina municipality that will define the development course for this sector for the period 2013-2017. The idea was that the plan will be in line with Kosovo Education Strategic Plan 2011—2016 and

drafted with a wide participation of all interested partners, including MED officials, representatives of municipal education institutions, representatives of civil society and other entities that could contribute to the Plan. For this aim, EU EduSWAP mobilised significant resources in the period of May-September 2012.

# 1. Introduction

The idea for the Development Plan of the Pristina Municipality came as a need for the Municipality to take responsibilities given to it by the legislation drafted in last years, and as a need to coordinate steps for improvement of the situation in pre-university education which were taken at the central level and by development partners. For this reason, the education legislation and strategy documents were a starting point of this planning. Another element was that the planning should be done with broad participation, in order to reflect the interests of all partners, and focusing in pre-university education and covering the period 2013-2017. This corresponds with the new cycle of municipal planning. Pristina Municipal Department of Education was responsible for the planning, while EU Education SWAP provided the technical support, by offering the expertise and logistical support in the organization of planning sessions.

The planning process was developed in 4 phases:

The first phase: Organisation of the process and data collection

This phase was developed in the period of 1-15 May 2012 and it had two main activities:

1) Collecting the necessary data for planning process.

*The data were provided by MED for three levels of education: preschool education, primary education and lower secondary education and for the upper secondary education. Based on the data, an inception document was prepared that would serve as a reference for situation analysis.*

2) Preparatory activities for organizing the process of drafting the plan.

*MED established a core team consisting of 12 members representing MED officials, some members of Municipal Assembly and some representatives of educational institutions of Pristina municipality . The Core Team was joined by another group of 18 people consisting of representatives of different partners such as MEST officials, representatives of education institutions, trade union, civil society etc. Two groups together made the planning team.*

The second phase: Situation Analysis

*At this phase, a critical analysis of the current situation was done. For this reason, on 21-22 May 2012, a two-day workshop was organized with members of the planning team. During this workshop, the SWOT analysis of the current situation was done which was followed by a deeper analysis of causes and consequences of problems identified and finally options to address these problems were reviewed. After that, by using the data collected in the first phase, a description of the current situation was done and shared with members of the planning team.*

The third phase: Defining strategic objectives and measures to achieve them.  
*This phase was realised through a two-day workshop held on 11-12 July 2012. Based on the situation analysis, the vision for the development of education in municipality, the strategic objectives and measures to achieve them were defined including the progress indicators. An action plan and preliminary evaluation of the required budget for the implementation of the plan was also drafted.*

The fourth phase: Drafting the document of the Development Plan  
*Afterwards, a draft of the Development Plan was made, which was finalized in a workshop organized on 31st August 2012. This draft was shared with members of Planning Team and based on comments taken the final version was drafted.*

## **2. Situation Analysis**

### ***2.1. Introduction***

Situation analysis of education in Pristina municipality presented here is based on the data of Municipal Department of Education (MED) and based on SWOT analysis that is realised on 21st and 22nd May. Wide range of partners participated in this meeting including municipal education officials, MEST representatives, and representatives from educational institutions and from civil society. Development documents at the national level are taken in consideration as well, such as Kosovo Education Strategic Plan (KESP) 2011-2016. With a wide consensus it was decided that SWOT analysis will be focused in 5 fields:

1. Education management
2. Preschool education
3. Primary and secondary education
4. Teacher professional development
5. Infrastructure

The SWOT analysis has shown a high degree of readiness among the education staff of Pristina municipality to identify existing weaknesses and to analyse constructively reasons behind them. Achievements made so far were acknowledged and possibilities how to make their effects sustainable were checked. Besides weaknesses and achievements, outside factors were analysed dealing with the future as well – opportunities and threats. The whole analysis was done at the beginning with a smaller group of people and later it was shared in front of a wider forum. Below we have presented a summary of analysis according to areas.

### ***2.2. Management of Education***

Main laws that regulate the sector of Pre-university Education in Kosovo are:

- *Law Nr.2011/04-L-032* on Pre-university Education in the Republic of Kosovo which is in force since 1<sup>st</sup> October 2011 and has a System Law character.
- *Law Nr.03/L-068* on Education in Municipalities of the Republic of Kosovo approved in June 2008, after the approval of the Constitution of the Republic of Kosovo. This law regulates the transfer of a range of powers from the central level to the local level and is a part of a bigger decentralization package.

- *Law Nr. 02/L-42* on Vocational Education and Training in Kosovo approved in April 2006
- *Law Nr. 02/L-24* on Education and Training of Adults approved in July 2005.
- *Law Nr. 02/L-52* on Preschool Education approved in 2006, defines a wide framework regulating the preschool education and defines the Municipality as the main responsible actor for activities in this field.
- *Law Nr.2004/37* on the Inspection of Education defines MEST authorizations for the inspection of the education system.
- *Law Nr. 03/L-018* on the final exam and Matura state exam.
- *Law Nr. 03/L-060* on National Qualifications.

Beside these laws, there are many administrative Instructions that operationalize legal norms by defining the modalities to be implemented in practice.

There are also different strategic documents drafted that now have given the right direction to the development of education in general. In 2011, two important documents for the education in Kosovo have been drafted:

1. Kosovo Education Strategic Plan (KESP) 2011-2016 which defines directions for the development of the system during this period.
2. Kosovo Curriculum Framework which defines the basis of a modern competence based system of education

The legislation and above-mentioned documents have a significant impact on all spheres of the administration of the education system in municipality, especially in the management system. Thus, the law on education in municipalities reserves

new responsibilities for municipalities, such as taking responsibilities for the professional development of teachers and assurance of quality in education. The capacities of Pristina municipality for taking these and other responsibilities are limited. The Joint Annual Review (JAR) of KESP has shown that one of the main weaknesses of MEST is the insufficient support of MEST to municipalities in order for them to take their responsibilities in the education sector.

#### **Main challenges:**

- Exercising legal responsibilities of the municipality in the field of education
- Improving planning in schools and in the municipality
- Completing regulations related to education in the municipality
- Decision making based on reliable data
- Avoiding politization in appointments and employment

In the last years, Pristina municipality has managed to extend the school network, by enabling a better organization of work in schools. Pristina municipality is also one of the few municipalities to cover travel costs of teachers and students which is one of the legal obligations. Besides this, Pristina municipality pays teachers' extra hours of work and, in this way, stimulates extra work of teachers when needed and minimises the loss of working hours that come as a consequence of teachers' absences.

Despite the fact that Pristina municipality generates a significant amount of their own incomes, the budgetary limits defined by the Ministry of Finances still continue to impede the realization of development projects and limit the development and modernization of education in municipality. Table 1 shows limits defined in government grants and municipality own source revenues for the year 2012. Special limitation is set for staff salaries. According to Kosovo legislation, salaries can be paid only through government grants.

**Table 1.** Pristina Municipality Education Budget for 2012

Source	Staff	Salaries and allowances	Goods and services	Municipal expenditures	Subsidies and transfers	Capital expenditures	Total
Government grants	3,229	13,733,000	968,307	664,636			15,365,942
Own source revenues		106,099	980,000			4,163,157	5,249,257
Total	3,229	13,839,099	1,948,307	664,636		4,163,157	20,615,199

Schools continue to have a limited autonomy in managing the budget. Despite the fact that a lot has been done in building the capacities with the support of the World Bank, schools still face many obstacles in putting their financial autonomy into practice.

The municipality lacks normative acts to regulate certain aspects of education; therefore, there is a need to draft a list of such regulations and to develop them as soon as possible. The absence of regulations has a direct impact on the absence of accountability starting from a classroom level up to the municipal level. Planning is an area which needs improvement, both at school and municipal level. For the time being, there is no system of assessing plans which are drafted in schools, and there is no harmonization of plans at the municipal level. Most schools draft annual work plans, while development plans are drafted only upon a specific request for obtaining additional funds or when required from candidates when they apply for the position of a school principal.

Digitalizing schools and advancing the electronic system for collecting and processing data in education (EMIS) are seen as favourable opportunities for the advancement of management in Pristina municipality schools, because it provides a firm basis for decision making, both at a school level and municipal level. Another good opportunity is professional development of teachers and the school management staff which is provided through a number of projects funded by international donors. In view of this, the piloting of performance assessment and licensing of teachers, which will follow, is expected to have an impact on the improvement of the quality of management in schools. From the management point of view, some of the risks faced by the education in Pristina are: the possibility of politicizing the appointment of management and teaching staff in schools, a fragile security prevailing in and around school environment, a poor infrastructure around schools which hinder the development of school activities.

### ***2.3. Pre-school education***

Pristina has the most advanced network of pre-school institutions in Kosovo. There are eight public pre-school institutions operating in the city with a total of 1,758 children, which represents around 34% of all children attending public pre-school institutions in Kosovo. They are taken care of by 274 employees (197 of whom are education staff). The space available for children is about 10,800 m<sup>2</sup> or 6.2 m<sup>2</sup> per child. Almost all pre-school institutions expressed the need for renovation. Despite the fact that at least 650 children are accommodated in private pre-school institutions, the demand for admission in public institutions is high and exceeds the capacities of the municipality. The usual working schedule for pre-school institutions is from 7-17 h, but some private institutions extend their working hours to accommodate specific requests of parents. It is also believed that a number of pre-school private institutions operate without having a license. Table 2 provides a comprehensive overview of public pre-school institutions in the municipality.

**Table 2.** Pre-school institutions in Pristina municipality

No	Place	Institution Name	No of groups	No. of children			Personnel			Area (m2)
				M	F	T	Educators and Nurses	Admin.	Auxilliary	
1	Prishtinë/Priština	I.P. "Dielli"	11	121	94	215	24	2	7	1,800
2	Prishtinë/Priština	I.P. "Yllkat"	12	111	98	209	26	2	7	1,585
3	Prishtinë/Priština	I.P. "Fatosat"	13	134	153	287	27	3	7	1,590
4	Prishtinë/Priština	I.P. "Xixëllonjat"	7	79	72	151	16	2	5	400
5	Prishtinë/Priština	I.P. "Buzëqeshja"	8	83	60	143	17	2	5	580
6	Prishtinë/Priština	I.P. "Ardhmëria"	8	92	62	154	18	3	6	1,200
7	Prishtinë/Priština	I.P. "Lulevera"	9	76	105	181	20	2	7	1,230
8	Prishtinë/Priština	I.P. "Gëzimi ynë"	20	203	215	418	49	4	13	2,414
<b>TOTAL</b>				<b>899</b>	<b>859</b>	<b>1,758</b>	<b>197</b>	<b>20</b>	<b>57</b>	<b>10,799</b>

Despite modest results achieved in the provision of additional capacities in the public sector, pre-school education remains the least developed sector of education in Kosovo; however, in the last decade much has been done to improve the quality of services. Thus, the majority of education staff have been trained in contemporary methodology of work, while in pre-school institutions "student-centred" methodology is being applied. Monitoring is implemented in practice, while communication with parents has improved a lot thus strengthening the role of pre-school education as a starting point for the development of personal identity.

The capacities of public pre-school institutions continue to remain very limited, whereas the demand continues to be at least 3-4 times higher than the supply. Therefore, due to a great pressure, institutions are forced to enrol more children in the classrooms which directly affect the quality of teaching. On the other hand, the possibilities to enrol children with special needs are very limited. There is a lack of trained educators

and teaching material, and in general, there is a lack of psychologists in pre-school institutions. There is also no proper health care since the doctor cannot be at the disposal of each institution every day. There remains much to be done in terms of individualizing work depending on the affinities and needs of children, as well as, in fulfilling the Standards for the Development of Learning in Early Childhood (SDLEC). Cooperation with parents needs to be improved further, particularly in planning and implementing interactive activities with parents, in accordance with the norms of contemporary pedagogy for working with children of age groups of 0-5 years old. Likewise, much more needs to be done in regard to safety issues in pre-school institutions.

Different donors continue to offer a number of opportunities for improving work in pre-school education institutions, primarily through professional development of educators. This is an opportunity that should be used. The opportunity to expand capacities through a public-private partnership should be used and could be achieved by erecting new pre-school institutions, and by supporting alternative forms of pre-school education, which imply spending less time in these institutions. Public pre-school institutions can provide their services even after the regular working hours, as well as, during weekends and holidays, for an additional fee, in accordance with the requirements and needs of parents.

**Main challenges:**

- Limited inclusion of children in pre-school education
- Individual work with children
- Quality of work in pre-school institutions
- Provision of health and professional services
- Establishing partnership with private sector

The private sector fulfils a substantial part of the needs for pre-school education in the municipality of Pristina. Although the Administrative Instruction for the licensing of private institutions has been approved by MEST in September 2011, their licensing is still in process. For the moment, there is no data on private institutions, including their capacities, structure of their employees, their methods of work, prices of their services, etc. The lack of such data sometimes raises doubts regarding the quality of their services, but, on the other hand, represents a weakness of the education system, both at central and municipal levels. Pristina does not have sufficient construction land for the expansion of the capacities of public pre-school institutions, although renovations of some buildings were made for this purpose. In the future, it may happen that, due to the increase in the cost of living and limited possibilities of the municipality to subsidize services, the cost of services in public pre-school institutions could increase.

## ***2.4. Primary and secondary education***

Pristina has a network of 41 primary and lower secondary schools where compulsory education is attended by 34.342 students making about 12% of the students of this level in Kosovo. Of these, 2,038 children attend pre-primary classes operating within the primary and lower secondary schools of the municipality. Within the city limits, there are 21 schools with 28.001 students, excluding the music school "Prenk Jakova" with 477 students. Although in the last 10 years six new schools have been built by enrolling 5.840 students, city schools continue to face a huge burden and are forced to organize classes in 2 shifts, while in two of these schools the third shift is being applied. Teaching is organized in Albanian, Serbian, Bosnian and Turkish languages. 1.701 teachers are employed at this level of education (or 1695 full working places), 113 administrative staff and 299 support staff.

The municipality has made efforts to organize the network of primary and lower secondary schools in such a way that pupils have the school as near as possible from their home, but because of massive migration in the period after 1999 and also because of new constructions, there are entire neighbourhoods which need new school buildings. Currently each pupil has in his/her availability a space of 3.15 m<sup>2</sup> at school, whereas within the city limits this space is even smaller – 2.66 m<sup>2</sup> per pupil. However, a lot has been done in recent years in improving the existing school infrastructure, by refurbishing, replacing the school inventory with a new one, arrangement of school environment area and provision of the required area for physical and extra-educational activities. Table 3 provides an overview of primary and lower secondary schools in the municipality, detailed with their separate classrooms.

Pristina has 12 upper secondary schools with a total of 13,338 pupils, in which 706 teachers work (or 685 full time jobs), 40 administration staff members and 132 support staff members. Three of these schools are gymnasiums and 5,201 pupils attend the lessons in them, whereas eight of them are vocational schools with 7,429 pupils. In addition, there are 708 pupils in "Alauddin" religious school. In majority of schools, the lessons are conducted in Albanian language, whereas in "Sami Frashëri" gymnasium the classes are also attended in Bosnian and Turkish languages. In the Secondary Medical School "A. Sokoli" there are also classrooms where lessons are held in Bosnian language. All profiles are offered in gymnasiums as foreseen by Kosovo Education Curricula: mathematics – information technology, natural sciences, social sciences, philology gymnasium and the general gymnasium (4 year program). Whereas in vocational schools of Pristina the following profiles are provided: communication, graphics, hotel and tourism, economics and typography, civil engineering, machinery, electro-technical, health, agriculture, music etc. In the recent years the interest of children has greatly increased to continue the upper secondary education, in particular in the profile of gymnasium, thus causing an overload in several schools in Pristina. Apart from that Pristina schools also enrol a considerable number of pupils from other municipalities because of specific profiles which are not available in those municipalities. Thus, in all upper secondary schools, with no exception, the learning process is conducted in two shifts. Each pupil in average has an available space of 3.2 m<sup>2</sup> of school area, whereas in gymnasium the space available for a pupil is only 2.2 m<sup>2</sup>.

However the infrastructure in upper secondary schools of Pristina has seen an obvious improvement, whereas a part of the merits for that belongs to the donors who invested in the improvement of the conditions for the development of education process, particularly in some vocational schools. Table 4 contains relevant data about the upper secondary schools in the municipality of Pristina.

It must be noted here that we lack the data about the Serbian schools operating in the territory of Pristina municipality which are under the administration of the parallel structures of Serbia.

The data on private primary and secondary education are not collected parallel to the data on public institutions. Nevertheless, the Agency of Statistics reports that in the school year 2010/11, the number of pupils who attended classes in 3 private primary and lower secondary schools in the Municipality of Pristina was 745. Whereas 573 pupils attended four private upper secondary schools in the Municipality of Pristina this school year. On the other hand, 460 other pupils attended a school in Lipjan where majority of pupils are from Pristina municipality.

Some of the weaknesses the primary and secondary education has been facing in the Municipality of Pristina are common for all schools, whereas some other weaknesses are related to specific levels of education, mainly with upper secondary education. In general, in the Municipality of Pristina we have a

satisfactory level of school attendance, be it in the classes from 1-9, as well as, in the level of upper secondary education. There is a lack of laboratories and tools of concretisation in almost all schools, which has a direct impact on the quality of teaching and learning in schools. In addition, the municipality is not properly organized to ensure quality in primary and secondary schools, in terms of providing professional advice or exercising the monitoring with an aim of improving quality. In view of this, weaknesses related to the functioning of internal mechanisms for quality assurance are noticed such as academic departments operating in schools, while there are no academic departments functioning at municipal level. However there are positive examples of organizing joint activities in schools, including organisation of different knowledge contests and competitions and other joint activities.

**Table 3: Primary and lower secondary schools in the Municipality of Pristina**  
(MED data for the school year 2011/12)

No	Place	School Name	School Type	Location	No of shifts	Tuition language	No. of pupils			Personnel				School area (m2)
							M	F	T	Teachers		Admin.	Auxiliary	
										Persons	Full time equivalent			
1	Pristinë/Pristina	Asim Vokshi	Main	Urban	2	Albanian	464	482	946	44	43.2	3	4	5,180
2	Pristinë/Pristina	Dardania	Main	Urban	2	Albanian	936	881	1817	75	73.5	4	5	6,000
3	Pristinë/Pristina	Elena Gjika	Main	Urban	3	Albanian/Turkish	965	906	1871	93	91.9	4	10	2,612
4	Pristinë/Pristina	Emin Duraku	Main	Urban	2	Albanian	535	468	1003	50	50.75	5	10	2,461
5	Pristinë/Pristina	Falk Konica	Main	Urban	2	Albanian	723	582	1305	60	59.25	5	12	3,303
6	Pristinë/Pristina	Gjergj Fishta	Main	Urban	2	Albanian	715	763	1478	63	63.5	6	3	4,550
7	Pristinë/Pristina	Hasan Prishtina	Main	Urban	2	Albanian	1090	1054	2144	77	76.6	5	15	5,917
8	Pristinë/Pristina	Ismail Qemali	Main	Urban	2	Albanian	1222	1220	2442	97	95.65	5	6	5,730
9	Pristinë/Pristina	Iliria	Main	Urban	2	Albanian	880	724	1604	71	71	5	15	4,179
10	Pristinë/Pristina	Meto Bajraktari	Main	Urban	3	Albanian	1033	920	1953	82	81.3	3	12	4,463
11	Pristinë/Pristina	Nazim Gafurri	Main	Urban	2	Albanian	529	617	1146	58	58.35	4	11	2,840
12	Pristinë/Pristina	Naim Frashëri	Main	Urban	2	Albanian/Bosnian	577	528	1105	66	66	6	3	4,500
13	Pristinë/Pristina	Pjetër Bogdani	Main	Urban	2	Albanian	524	517	1041	46	45.85	5	3	2,060
	Kolovicë/Kolovica	Pjetër Bogdani	Satelite	Urban	1	Albanian			0					242
14	Pristinë/Pristina	Zenel Hajdini	Main	Urban	2	Albanian	948	802	1750	80	80.55	5	12	3,940
15	Pristinë/Pristina	7 Marsi	Main	Urban	2	Albanian	312	304	616	28	26.9	2	7	2,200
16	Pristinë/Pristina	Xhemal Mustafa	Main	Urban	2	Albanian	624	519	1143	47	45.9	4	12	2,849
17	Pristinë/Pristina	Hilmi Rakovica	Main	Urban	2	Albanian	802	696	1498	52	55.5	4	12	4,464
18	Dabishevc/Dabiševc	Azemi e Salihu	Main	Rural	2	Albanian	13	13	26	9	7	0	2	325
	Hajkobilë/Ajkobilë	Azemi e Salihu	Satelite	Rural	1	Albanian	12	14	26					325
	Glogovicë/Glogovc	Azemi e Salihu	Satelite	Rural	1	Albanian	7	9	16					325
19	Mramuer/Mramor	Avni Rrustemi	Main	Rural	1	Albanian	78	54	132	17	17.1	3	4	859
	Suteskë	Avni Rrustemi	Satelite	Rural	1	Albanian	35	38	73					702
	Halitaj	Avni Rrustemi	Satelite	Rural	1	Albanian	26	14	40					311
20	Bardhosh/Devet Ju	Andon Z. Çajupi	Main	Rural	2	Albanian	554	491	1045	35	34.3	2	10	4,600
21	Barilevë/Bariljevo	Ali Kelmendi	Main	Rural	2	Albanian	211	228	439	23	22.6	3	6	841
22	Shkabaj/Orlovic	Dituria	Main	Rural	2	Albanian	154	129	283	20	18.75	2	3	512
23	Kishnicë/Kišnica	Ditë e Minatorit	Main	Rural	2	Albanian	90	74	164	23	23.2	1	4	300
	Shashkocvç/Saşkocvç	Ditë e Minatorit	Satelite	Rural	2	Albanian	30	29	59					204
	Sushice/Sušica	Ditë e Minatorit	Satelite	Rural	1	Albanian	8	10	18					120
24	Prapashticë/Prapac	Dëshmorët e 1921	Main	Rural	1	Albanian	28	20	48	21	20.15	1	4	247
25	Marec/Marevac	Fan S. Noli	Main	Rural	1	Albanian	17	15	32	12	11	1	4	1,308
	Rr. E Gerbeshtit	Fan S. Noli	Satelite	Rural	1	Albanian	2	1	3					112
26	Slivovë/Slivovo	Filip Shiroka	Main	Rural	1	Albanian	33	41	74	14	16	1	7	1,750
	Ulshcece	Filip Shiroka	Satelite	Rural	1	Albanian	9	12	21					380
27	Lukar/Lukare	Ganimete Terbeshti	Main	Rural	1	Albanian	143	109	252	25	36.45	1	6	2,675
	Siqevë/Siqevo	Ganimete Terbeshti	Satelite	Rural	2	Albanian	30	12	42					400
28	Busi/Businje	Isa Boletini	Main	Rural	1	Albanian	96	74	170	14	13.5	1	3	1,100
29	Marec/Marevce	Liria	Main	Rural	1	Albanian	7	8	15	7	7	1	3	600
	Çuka e Pajtimit	Liria	Satelite	Rural	1	Albanian	2	1	3					100
30	Matiçan/Matiçane	Mitrush Kuteli	Main	Urban	2	Albanian	337	299	636	33	34.55	2	11	4,310
31	Vranidoll/Vrani Do	Nëna Terezë	Main	Rural	2	Albanian	94	97	191	32	31.6	1	6	900
	Teneshdoli/Teneš	Nëna Terezë	Satelite	Rural	2	Albanian	46	53	99					800
	Sharban/Sarban	Nëna Terezë	Satelite	Rural	1	Albanian	16	24	40					400
32	Besi/Besinje	Nexhmi Mustafa	Main	Rural	2	Albanian	191	202	393	51	51.2	3	10	946
	Prugoc/Prugovac	Nexhmi Mustafa	Satelite	Rural	1	Albanian	98	104	202					738
	Rimanishtë/Rimanishtë	Nexhmi Mustafa	Satelite	Rural	2	Albanian	58	65	123					600
	Lebane/Lebane	Nexhmi Mustafa	Satelite	Rural	2	Albanian	20	22	42					200
33	Bullaj	Ramiz Sadiku	Main	Rural	1	Albanian	11	5	16	8	7.5	1	2	1,075
34	Keqekollë/Kačikoll	Ritindja	Main	Rural	2	Albanian	82	48	130	20	19	1	2	1,289
35	Hajvali/Ajvalia	Shkëndija	Main	Rural	3	Albanian	723	657	1380	59	58.6	4	19	3,316
36	Grashticë/Grashtica	Teuta	Main	Rural	2	Albanian	37	32	69	13	11.5	1	3	267
37	Koliq/Koliç	Tefik Çanga	Main	Rural	1	Albanian	38	31	69	23	16.8	1	4	800
	Podaj	Tefik Çanga	Satelite	Rural	1	Albanian	3	15	18					340
	Ballaban/Balabane	Tefik Çanga	Satelite	Rural	2	Albanian	17	14	31					340
38	Pristinë/Pristina	Pavaresia	Main	Urban	2	Albanian	474	497	971	46	46	2	10	2,640
39	Pristinë/Pristina	Xhavit Ahmentli	Main	Urban	2	Albanian	543	535	1078	58	57.9	2	15	650
40	Pristinë/Pristina	Shkolla e Gjelbër	Main	Urban	2	Albanian	292	242	534	20	19.4	2	6	2,294
41	Pristinë/Pristina	Prenk Jakova	Main	Urban	2	Albanian	135	342	477	29	28.2	1	3	471
		<b>TOTAL</b>					<b>17,679</b>	<b>16,663</b>	<b>34,342</b>	<b>1,701</b>	<b>1,695</b>	<b>113</b>	<b>299</b>	<b>107,962</b>

**Table 4: Upper secondary schools in the Municipality of Pristina**  
(MED data for the school year 2011/12)

No	Place	School Name	School Type	Profiles	No of shifts	Tuition language	No. of pupils			Personnel				School area (m2)
							M	F	T	Teachers		Admin.	Auxilliary	
										Persons	Full time equivalent			
1	Prishtinë/Priština	Gjin Gazuli	Main	Electrotechnics	2	Albanian	771	404	1175	66	66	4	12	4,460
2	Prishtinë/Priština	Ali Sokoli	Main	Meidicne	2	Albanian/Bosnia	201	763	964	37	36.05	2	9	2,376
3	Prishtinë/Priština	Xhevdet Doda	Main	Gymnasium (Mathematics- Informatics, Social)	2	Albanian	684	830	1514	50	49	3	12	4,496
4	Prishtinë/Priština	Alauddin	Main	Religious School	2	Albanian	446	262	708	34	32.75	3	25	6,350
5	Prishtinë/Priština	Shtjefën Gjeçovi	Main	Machinery	2	Albanian	829	181	1010	82	78.65	2	14	4,700
6	Prishtinë/Priština	Prenk Jakova	Main	Musics	2	Albanian	43	75	118	66	61.2	2	3	471
7	Prishtinë/Priština	7 Shtatori	Main	Cattering-Tourism	2	Albanian	158	153	311	26	20.05	2	4	789
8	Prishtinë/Priština	Sami Frashëri	Main	Gymnasium (Science, Social, General)	2	Albanian/Turkish	1157	1546	2703	101	101	6	17	5,403
9	Prishtinë/Priština	28 Nëntori	Main	Technical	2	Albanian	864	617	1481	81	81.2	5	13	5,500
10	Prishtinë/Priština	Hoxhë Kadri Prishtina	Main	Economics	2	Albanian	602	495	1097	78	77.65	4	9	2,780
	Prishtinë/Priština	Hoxhë Kadri Prishtina	Satellite	Economics	2	Albanian	304	428	732					1,200
11	Prishtinë/Priština	Eqrem Çabej	Main	Gymnasium (Linguistics)	2	Albanian	342	642	984	34	33.8	3	4	1,305
12	Prishtinë/Priština	Abdyl Frashëri	Main	Agronomy	2	Albanian	396	195	591	51	47.8	4	10	2,850
<b>TOTAL</b>							<b>6,797</b>	<b>6,591</b>	<b>13,388</b>	<b>706</b>	<b>685</b>	<b>40</b>	<b>132</b>	<b>42,680</b>

Misbehaviour of pupils and security problems constitute a special chapter of problems that majority of schools in the municipality of Pristina face, particularly the schools in the city. Security cameras have been installed in some schools, but this important issue has not been addressed in a proper manner at the central and the municipal level. In many cases a lack of knowledge of education legislation is noticed by the education employees, whereas there quite a lot of limitations in the legislation when speaking about disciplinary measures against pupils and parents, but there is also a lack of coordination among different entities in managing situations which have negative effects in discipline and security. In general there is a need for improvement of planning both at school and municipal levels.

**Main challenges:**

- Quality assurance at schools
- Equipping with laboratories and concretisation means
- Practical work and professional practices in secondary education
- Safety at schools
- Network of schools for meeting the needs of citizens
- Overload in secondary schools of the municipality

In the primary education, the network of primary and lower secondary schools represents a particular challenge. The problem relates to small schools which have high expenses compared to the number of pupils which, on the other hand, has a negative impact in their socialisation and success in education.

In upper secondary schools, discrepancy between the offer of different profiles and the interest shown by the pupils has been noticed. Thus, while in the gymnasium “Sami Frashëri” the ratio teacher-pupil is 1:27, in the secondary agriculture school “Abdyl Frashëri” this ratio is 1:12. Despite the success achieved by some vocational schools in organizing practical work at school and professional practice outside the school, there is still a need for further improvement in this field. Security problems and cases of discipline violations gain a particular weight at the level of upper secondary education where several serious incidents have been registered among pupils.

An opportunity which must be used in the Municipality of Pristina is the high level of knowledge of foreign languages and the abilities and skills in using the information technology by children. These factors are not taken much into consideration when organising work in schools. The Municipality of Pristina must establish a better cooperation with the neighbouring municipalities, in order that the network of schools is used in the most rational manner.

We can say that the ethnic communities are well integrated in the schools of the Municipality of Pristina, but in recent years an obvious trend is noticed in the

decrease of the number of pupils attending classes in Bosnian language which may result in reducing the network of schools learning in this language. Another risk factor for the development of education in the Municipality of Pristina is the increase of cases of delinquency in the city, and that is often reflected in the vicinity of schools, especially near the upper secondary schools. The bad economic situation is a factor which influences and will continue to influence on the dispersion of pupils from secondary schools.

## ***2.5. Professional Development of teachers***

Based on the data presented above, there are around 2,500 teachers and educators working in Pristina. The Professional development of teachers in Kosovo is being adapted to the new decentralised legal framework, and the preparations have been made for the implementation of the new Kosovo Competence Based Curricula Framework. The legal framework makes a clear division of responsibilities between MEST (responsibility for quality assurance, licensing and accreditation) and local education authorities (responsibilities mainly for planning and coordination of teachers' professional development). Stakeholders in this environment, MEST and municipal education Departments are faced with the lack of staff and expertise to carry out such functions. The studies completed in the municipal education Department show large discrepancies between the functions of these Departments and their mission, staff and work routine. Other decentralised responsibilities in the municipalities have not been supplemented with respective funds which would enable better implementation of teachers' development serving at municipal level and school level. Training and education of teachers has a critical role in contributing to the implementation of education reforms which derive from the Kosovo Curricula Framework.

Though no exact list exists, a considerable number of teachers have been trained in the Municipality of Pristina, mainly in applying new teaching methods, but also in using the technology in education, inclusive education, communication with parents, etc. A part of the trainings have been financed by MED, but the largest part from donor funds. With the support of the USAID Basic Education Program (BEP)

### **Main challenges:**

- Capacities for the management of teachers' professional development
- Mechanisms for support of professional development at school
- Implementation of innovations in teaching
- Requirements of New Curricula of Kosovo
- Financing professional development

two centres for professional development of teachers have been established, in “Dardania” school and the Green School. The idea is that these centres serve for development of training activities which must be coordinated by MED.

A general problem connected with programs of teachers’ professional development is non-implementation or limited implementation of knowledge gained at schools. The reason for this is due to the fact that no proper quality control system exists in schools to bring up such requirements and to support teachers in applying what they have learnt. Another restrictive aspect is that there are no proper conditions to apply the acquired knowledge – thus training of teachers in using information technology is difficult to transform in classrooms considering the lack of such technology in schools, and in general, the lack of a coordinated approach for innovations in schools. At municipal level and school level no functional monitoring and support system exists for teachers willing to implement the new approaches in teaching, though progress has been marked in this direction. The qualification structure of teachers and the need for professional development are issues which have been addressed recently, and it is expected that with the collection of exact information regarding these fields, consistent actions will be taken to improve this situation. Regarding teachers’ professional development, the wishes or suggestions of teachers must be taken into consideration, because we are speaking about their personal development.

A significant challenge for the professional development of teachers represents the lack of a system for financing activities in this field. Until now the projects financed by donors or MEST have taken the responsibility to cover the expenses for teachers’ professional development, while in some cases the financing has been done by MED. However, the new legislation in Kosovo obliges each teacher to spend 100 hours on professional development within a period of five years, whereas the municipality has the responsibility to instruct and help teachers carry out such an obligation.

The competency based Curricula Framework of Kosovo raises new requirements in regard to professional development. The implementation of the Curricula largely depends on the preparation of teachers to apply new approaches in teaching and learning which are based in developing the competencies of pupils.

With the support from BEP, a framework is being prepared for professional development, which should determine a system of continuous school based professional development. Apart from this, teams for school based professional development are being established. In addition, a database is being developed for teacher licensing, which will contain data about their professional development and will also serve for analysing future needs.

## 2.6. Infrastructure

Since the approval of the Strategy for the Development of Pre-University Education in Kosovo 2007-2017, which was replaced later by KESP 2011-16, important investments have been undertaken in Kosovo for improving school infrastructure. Pristina municipality itself has made significant investments in infrastructure, thus investing own source revenues for constructing new school buildings, whereas investments have also been made from the Kosovo Consolidated Budget and from the donors as well. Likewise, in the last 10 years in Pristina new school buildings, annexes have been constructed and a lot of renovations have taken place enabling the organization of education process in city schools mainly in two shifts, and contributing directly to the improvement of conditions for improving the quality of education. With the new buildings inaugurated during 2011, the Municipality of Pristina has enlarged the school space by 24,324 m<sup>2</sup>, while the classroom space for one pupil has increased from 1.50 m<sup>2</sup> to 1.60 m<sup>2</sup>.

Technical standards have started to be implemented as well, thus facilitating access of persons with disabilities in schools, though more needs to be done in this direction. Approximate data regarding the infrastructure and investments made are presented in the points describing the situation in the Pre-school, Primary and Secondary Education (see above).

However the school infrastructure in Pristina needs substantial improvements. First of all, the maintenance of schools is not at a proper level, as standards of maintenance are not applied which would provide a healthy environment for children, but also make the school

infrastructure last. From the safety point of view, fire fighting equipment must be functionalised, whereas in majority of schools a lack of emergency exits in case of danger has been identified. Moreover persons with disabilities, in best cases, have access to ground floors of school buildings. The school inventory is considered to be of low quality, whereas the maintenance of such inventory is not at a proper level. This inventory is not suitable for disabled persons. The majority of Pristina schools are not equipped with information and communication technology, firstly with local network Wi-Fi and with access to the Internet. This deficiency is seen as a serious obstacle for using alternative learning sources and using the technology in teaching.

In the recent years, a trend in the decrease of the number of pupils in the first year of school has been noticed, which comes as a result of changes in demographic

### **Main challenges:**

- Needs assessment for new buildings
- Maintenance of existing buildings
- Provision of qualitative inventory to meet the needs of all children
- Equipping the schools with ICT
- Increasing the safety for pupils

trends, but also due to the enrolment of children in private schools. This factor must be taken into consideration when planning the new school infrastructure. MEST with the financial support from the World Bank has developed software for planning new constructions, which contains the map of existing schools in Kosovo, but it also enables projections based on the data provided by the census. Apart from this database, a “Guideline for the design of schools, norms and standards” has been drafted and its approval is expected. There are also plans to develop instruction guidelines for the maintenance of schools.

Lack of public land for construction within city limits is considered as a serious problem for the construction of new school buildings, in particular primary and lower secondary schools. It is expected that demographic trends will allow the possibility that all schools work in two shifts, but after 2015 new buildings may be needed in order to accommodate the pre-school education which will be compulsory. Around the schools there is a lack of traffic signs and traffic lights, thus making the movement of pupils from home to school and the other way round unsafe.

### 3. Vision and strategic objectives

Vision and strategic objectives of the development plan have been set based on the situation analysis and on the Kosovo and Municipality of Pristina development documents including the Kosovo Education Strategic Plan 2011-2016 and the Mid-term Development Strategy 2008-2011 for Pristina. Whereas vision represents the change we want to see taking place in the environment we live and work in, strategic objectives delineate the course we take to make the vision come true. For each strategic objective a number of measures have been identified, which need to be carried out in order to accomplish the objective.

The vision, outlined and shared by the participants in the planning sessions was one of an:

***Inclusive education system, with equal opportunities for all, providing quality education and aiming at highest standards that prompt lifelong learning, which in turn serves for social and economic development of Pristina and the entire nation.***

Inclusion, equal opportunities and quality are key words in the vision of education in the Municipality of Pristina. As the Kosovo capital, Pristina is expected to develop a system of education that contributes to the development both of the municipality and the entire country. This will not be possible unless equality is offered to all citizens for inclusion in a quality system of education. Inclusion and equal opportunities in pre-university education are prerequisites for further personal development in higher education and for employment. Inclusion and equal opportunities ought to be present starting with the pre-school education, where a large number of children still do not have access due to the low absorption capacity of pre-school institutions and because of the economic status of their families. In some areas, there are difficulties present also with providing universal access to upper secondary education; among other reasons, this is because a significant number of children need to work in order to financially support their families.

Providing quality education is yet another critical commitment of the municipality of Pristina. It is the only way to offer quality knowledge and skills in schools and to increase students' odds for further education and better employability both at home and abroad. It is important for citizens to be ready for the international labour market; good schooling reduces unemployment and positively affects quality of life. Quality in education is a complex issue and is connected both with governance and leadership as well as, if not more, with infrastructure, teacher education and training, quality of curricula and textbooks, to mention a few. Despite the fact that the Municipality of Pristina is not in control of all these, there is no doubt that one should aim high since only high expectations lead to results.

During the planning process five strategic objectives were set for the development of education in the Municipality of Pristina:

1. Quality and efficient governance, leadership and management in education institutions
2. Increased inclusion of children in pre-school education and provision of quality services
3. Improved quality and inclusion in the primary and secondary education
4. Building of mechanisms for continued teacher professional development
5. Creating a friendly, healthy and safe environment for all

Later the participants identified objectively verifiable indicators for each strategic objective, as well as measures that contribute to achieving each objective.

### ***Objective 1: Quality and efficient governance, leadership and management in education institutions***

Governance can be defined as the exercise of political authority and utilization of institutional resources to deal with societal problems. Leadership is part of governance, but unlike governance that deals with strategic decisions, leadership takes operational decisions. On the other hand, management is present both in governance and leadership and, in general, is characterised by five functions: planning, organization, leadership, coordination and control.

Quality governance, leadership and management are key prerequisites for ensuring quality education services and learning outcomes. Since the proclamation of Independence of Kosovo a number of laws have been approved that delegate responsibilities from the centre to municipal authorities; in the education sector most of the responsibilities exercised by central authorities until 2008 have already been transferred to local authorities. Nevertheless, in real life there have been frequent cases of failures to exercise new responsibilities either for organizational or other reasons.

At the same time, the Law on Pre-University Education, promulgated on October 1<sup>st</sup> 2011, confirmed once again the responsibility of municipalities to manage education institution and to a large extent to ensure quality of education. These responsibilities are more emphasised in Pristina since it manages a larger number of education institutions, students and educators compared to other municipalities. For this reason Municipality of Pristina needs to build structures that meet the new legal requirements for managing the system of education. Building and making new structures operational has financial and budget

implications. However, they are critical for the exercise of new legal responsibilities.

### **Indicators**

- 1.1. Selection criteria are decided such as experience, professional qualifications and licensing.
- 1.2. Training is organized in various management fields for 200 members of management staff
- 1.3. Until 2015 MED has transferred to schools responsibilities related to financial management, staff recruitment and staff disciplining, etc.
- 1.4. Professional services are provided for the MED and for school in the municipality

### **Measures**

**Measure 1.1.** Mechanisms are established for the selection of managerial and professional staff in schools

**Description:** Politisation is seen as one of the maladies of societies in transition. The perception on the level of politisation in education is built by numerous internal and external factors as well as by those who are and were directly involved in education. Politization essentially and negatively affects the process of education. In order to avoid influence of political factors and nepotism in the process of staff selection a number of new criteria will be developed parallel to the existing ones; this will create prerequisites to select adequate teaching and admin staff in education. Inclusion of parents councils in the interview panels both as observers and for posing questions to the interviewees would increase accountability, transparency and the reliability of the MED and would at the same time empower parents' councils. Involvement of experienced professionals such as architects, engineers, accountants, etc., in selection panels of the vocational schools is seen as a key element for a fair and professional selection process.

**Measure 1.2.** Organize training with management staff to implement responsibilities in respective areas

**Description:** Implementation of responsibilities in everyday performance of

management functions requires specific knowledge and skills, in particular in carrying out duties that require specific responsibility. Managers of education institutions come from various backgrounds with diverse knowledge and skills, which are however part of the education sector. Strategic and operational planning, funding, communication, financial management and other areas are all new challenges for managers of educational institutions. New circumstances and more dynamic societal developments have opened new opportunities for educational institutions, but at the same time have changed the role of these institutions; as a result, new skills are needed to be able to manage educational institutions and to meet the ever-growing and changing needs in the sector. Therefore, intervention areas need to be identified and new training will be organized to build the needed skills for improved governance in education.

**Measure 1.3.** Establish an incentives scheme for the management staff based on their professional achievement and performance

**Description:** A scheme will be set up for educational leadership to stimulate successful performance of the leadership of educational institutions, to increase competition for improved management, to increase performance, to increase fundraising and to implement new approaches that deliver results. The scheme will be developed through participation by the MED staff and school managers and will be approved by the MED Director. The scheme will be set up by drafting standards and criteria based on merit and demonstrated performance by the managers of schools, including also the MED staff. Incentives will include financial ones, recognition for performance, advantage to participate in various forms of international cooperation, advantage to participate in various projects and other forms of incentives as determined by the MED.

**Measure 1.4.** Implement responsibilities transferred from central to local education authorities and further devolve responsibilities from MED to school level

**Description:** The Law on Education in the Municipalities of the Republic of Kosovo (No. 03/L-068) and the Law on Pre-University Education in the Republic of Kosovo (No. 04/L-032), the Law on Pre-School Education (No. 02/L-52) and a number of bylaws transfer a number

of responsibilities in the field of education to municipalities. These responsibilities are a good opportunity for develop the education system in the municipality and to increase performance and governance of educational institutions, provide opportunities for schools to establish closer cooperation with the MED, makes them more manageable by the municipality, and offer and opportunity for the MED to take on responsibility for the development of education in the municipality. For various reasons, ranging from lack of full information about the effective legislation to budget restrictions for investment of interventions in education, a large part of authorities delegated to municipalities have not been exercised as yet. Therefore, it is necessary for managers of education institutions to get more familiar with the education legislation, to search for various options and to design a plan for transfer of responsibilities with the respective monitoring and evaluation framework. At the same time a parallel process of devolution of responsibilities from MED to the school level needs to take place.

**Measure 1.5.** Making parents' councils fully operational

**Description:** Making parents' councils operational will strengthen the connection of schools with the community, which will in turn result in improved governance and educational provision for all. A more active role of parents' councils in school will at the same time lead to exercise of school autonomy provided by the effective legislation in education. The active role of parents' councils in schools will strengthen the social character of schools and will make way for more active involvement of the family and community in efforts to improve effectiveness of educational provision. Inclusion of community through parents' councils in schools will not only help to enhance teaching and learning, but will also serve as a drive and remedy for the policies adopted by schools to improve educational provision. Parents' councils can be made operational by including them in the process of drafting school policies, involving them in important decisions made by the school management, and by giving them a say when selecting school managers. There is also a need to establish a parents' council at the municipal level. This council would serve to represent community/parents' interests in the process of designing educational policies by the MED, provide support in fund-raising, representation and communication with parent councils in schools, participate in various campaigns promoting

quality education and inclusion for socially disadvantaged groups, present community concerns about school performance, etc.

**Measure 1.6.** Provide professional services for educational institutions and the MED

**Description:** For an adequate performance of everyday operations to manage education institutions, school and MED management often need technical assistance to carry out their tasks. Thus when implementing infrastructure projects and other operations there are cases when panels and commissions are set up consisting of non-educational profiles, such as financial and technical experts. These experts are engaged in commissions carrying out procurement and supply tasks and other commissions carrying out technical handover of infrastructure projects in educational facilities, in selecting staff in specific profiles of vocational schools and so on. Their identification and contracting to implement these technical services needs to be well organized and procedures observed that are approved by the MED.

**Measure 1.7.** Organize professional advisory services at the municipal level

**Description:** Establishing of advisory services at municipal level organized either by curricular areas or by educational levels appears to be more than needed at a time when schools are faced with complex problems such as democratization of the society and its reflection in the education process, the swift developments in science and technology, increased care of the society for children, further socialization of education and the continuous change of curricula. The new competence based Kosovo Curriculum requires establishment of an effective system of provision that will support schools to manage the challenge of implementation of curriculum in schools.

This advisory service may be organized both according to levels and to curricular areas. The key task is to provide professional services to schools, primarily through subject professional teams operating in those schools. These subject professional teams need to be advanced to mid-management structures responsible for academic issues in given areas; at the same time these teams will need to be made fully functional in order to allow for better coordination of their work.

Professional services established at the municipal level and

operating in schools as observers and service providers, will consist of the following profiles: a) subject experts dealing with key aspects of organization, assessment and enhancement of teaching, planning and programming of the fundamental mission of schools; b) pedagogues and psychologists who, working together with the teaching and management staff, will focus on promoting student mental and physical development and in offering assistance and support for improvement of the quality of teaching and learning; c) social workers who offer advice on social issues and serves as a link with other services available at the municipal level; d) experts of other profiles who are engaged on a needs basis for services such as career guidance and so on.

## ***Objective 2: Increased inclusion of children in pre-school education and provision of quality services***

Numerous studies speak in favour of pre-school education as the most suitable means to support children to achieve good performance in formal education. Pre-school education enables children to acquire relevant pre-literacy skills, such as phonetic awareness and narrative skills, and to build a rapport with books, get to learn letters and to acquire basics of reading and writing skills. This applies in particular for children from socially disadvantaged groups, who also face difficulties in performing later in formal education. Improving access in pre-school education is also a priority of the MEST as stated in the KESP 2011-2016, whereas the Law on Pre-university Education (2011) foresees that pre-school education shall be included in compulsory education starting from 2015-16 if there are needed conditions provided. Expanded capacity of public institutions and providing support for public-private partnerships appear as to main ways to increase access in pre-school education in Pristina. At the same time, a large number of private institutions currently operating in the Pristina municipality will also give their contribution to achieving this goal.

Focusing solely on access and not accompanying it with measures for improvement of the quality of provision may carry result in reduced interest for pre-school education. With support from UNICEF, MEST has drafted Early Childhood Development Learning Standards (ECDLS) for the 0-6 age group. It is expected that ECDLS will serve as a good basis for the review of existing curricula for children age 3-6 and for pre-primary grade curriculum, whilst drafting of the 0-3 curricula are still in the drafting process. Implementation of curricula based on ECDLS can potentially result in improved quality of services; however, these should be accompanied by other measures, such as: educators' professional

development, provision of didactic tools and in general by creating a child and family friendly environment in the pre-school institutions.

### **Indicators**

- 2.1. Until end of 2017 access in pre-school education will increase by at least 50%
- 2.2. In the 2016/2017 school year all children age 5-6 will be included in the pre-primary education
- 2.3. Educators engaged in pre-school education demonstrate improved performance
- 2.4. Municipality has and uses accurate data from all licensed pre-school institutions

### **Measures**

**Measure 2.1.** Public-private partnerships are established in support of pre-school education

**Description:** Municipality will encourage setting up of public-private partnerships to expand the capacity for offering pre-school education services primarily in specialized pre-school institutions. Such partnerships may take different shapes: leasing public property to private investors, offering subsidies to providers of pre-school services, or other forms of support for private initiatives involving pre-school education services in line with the public interest and capacity available in the municipality. Clearly, these partnerships have to be fully in line with the effective legislation and to be carried out in a transparent manner in order to provide equal opportunities for all interested providers. Apart from for-profit businesses partnerships should be aimed with non-governmental organizations that offer alternative forms of pre-school education, mainly for the disadvantaged groups.

**Measure 2.2.** Meet the staffing needs of pre-school institutions

**Description:** Expanded capacity of public pre-school institutions (Measure 5.1) there will necessarily result in increased needs for hiring more education, administrative and support staff. Any hiring of new personnel should be based on relevant assessment of needs.

**Measure 2.3.** Organize professional development for the educational staff

**Description:** Special attention will be paid to the professional development of the staff in pre-school institutions. Priority will be given to professional development activities based in pre-school institutions since these have proven more effective and more sustainable. Such activities are usually not limited only to traditional training since they involve also monitoring and coaching, as critical aspects of professional development. Municipality is interested to seeing such activities organized both in public and private institutions and commits to offering financial support for their implementation. Municipality will establish contacts with providers of professional development services in efforts to provide quality professional development programs for pre-school institutions. These need to be accredited programs that contribute to teachers meeting licensing requirements for the educators.

**Measure 2.4.** Organize monitoring and support of the work in pre-school institutions

**Description:** Municipal Education Department has an officer for pre-school education that is responsible for working with respective institutions to improve quality of services. Understandably, the complex nature of challenges facing this level of education require better coordination of work between pre-school institutions and specialized providers of professional development programs. Through such a cooperation an effective program can be developed for monitoring of operations in pre-school institutions offering the needed information for comparison of results and decision-making. There will always be a diversity of needs of the pre-school institutions and the municipality will not be able to meet some of them. In all such cases, municipality will resort to external support and expertise in the field of pre-school education coming both from public or private institutions.

**Measure 2.5.** Supply pre-school institutions with didactic materials and sports gear

**Description:** Municipality will carry out an assessment of needs for supplying public pre-school institutions with the needed didactic materials, including books and sports gear. For this purpose consultations will take place with specialized pre-school education institutions so that materials and equipment better meet the needs of educational work carried out in crèches, kindergartens and pre-primary classes. Besides, municipality will encourage utilization of materials and equipment designed and worked out by the educators using handy materials.

**Measure 2.6.** Establish new pre-primary classes within primary schools

**Description:** Establishing pre-primary classes will be done in line with the dynamics set by MEST to improve access in pre-school education, which could be included in compulsory education for all children age 5 starting from 2015. Parallel with the expansion of infrastructure capacity for primary and lower secondary education more pre-primary classes should be planned in schools in line with the results of the needs assessment. Special attention will be paid to rural areas where there are fewer opportunities for inclusion of children age 0-5 in organized forms of pre-schools education. At the same time, for more rational utilization of capacities pre-primary program will be organized in specialized pre-school institutions that take children of age 5-6 and when this is not against the legal framework.

With the increase in number of pre-primary classes there will be a need to hire new staff and to meet augmented recurrent expenses in this level of education. It is expected that these costs will be covered by the Specific Education Grant coming from the central Government; however, it may be needed for the municipality to also intervene from its own funds based on the needs.

**Measure 2.7.** Collect data from all both public and private pre-school institutions

**Description:** MED needs to establish a system for collection and processing of data from all public and private pre-school institutions in the municipality. This system will be in line with the requirements of EMIS and should provide accurate data yielding reliable information on access and other aspects of operation of pre-

school institutions. Initially, the system may be based on a tabular presentation and later it can be enhanced to better meet the needs.

**Measure 2.8.** Organize an information campaign for parents on the opportunities for access to pre-school education

**Description:** Despite the fact that the demand for enrolment in pre-school education by far exceeds the offer, it is necessary to organize awareness raising campaigns on the importance of pre-school education, in particular in those areas that lack the tradition of enrolling children in this level of education. For better effect, the campaign will be coordinated with MEST, civil society organizations and with development partners. It is also important to inform the public on opportunities to enrol children in pre-school education. The municipality will publish and regularly update on its web-site the full list of licensed public and private pre-school institutions.

### ***Objective 3: Improvement of quality and inclusion in primary and secondary education***

Quality and inclusion are two key requirements facing the sector of pre-university education. Improvement of quality is closely related with providing optimum conditions for the development of the process of instruction and also includes management (Objective 1), teacher professional development (objective 4) and infrastructure (Objective 5). Objective 3 will focus on ensuring didactic resources, laboratories, and literature for general primary and secondary schools and creation of conditions for practical work and professional practice serving to enhance student skills in vocational schools. At the same time, inclusion must not be limited only to compulsory education where there has been a significant progress in increasing access and inclusion during the last decade. On the contrary, it should expand to include upper secondary education since there is much better likelihood for employment for those who complete this level of education, in particular when compared to those leaving compulsory education. On the other hand, there is a tendency to expand compulsory education from the current 9 to 13 years, starting from the pre-primary and up to grade 12. This will result in expanding universal provision of education to a significantly broader population and age-groups.

Inclusion also has to do with disadvantaged groups, including some ethnic groups (Roma, Ashkali, and Egyptians), the category of poor families, as well as persons

with disabilities . All these categories require a tailor-made approach that would ensure better linkages with the other objectives of this development plan, but also with other sectors of municipal administration, such as healthcare and social welfare.

### **Indicators**

- 3.1. In the 2015/16 school year the performance of students from Pristina schools is improved by at least 10% compared to the school year 2011/12
- 3.2. In the 2015/16 school year dropping out from education is a rare exception (of isolated cases), whereas the number of unexplained absences from classes is reduced by 50 % compared to the 2011/12 school year.
- 3.3. In the 2015/16 school year participation in upper secondary education exceeds 90%, whereas the number of unexplained absences drops by 50 % compared to the 2011/12 school year.
- 3.4. In the 2015/16 school year over 50 % of children with impairments are included in primary and secondary education
- 3.5. At least 70 persons a year attend non-formal education at the primary and secondary level.

### **Measures**

**Measure 3.1.** Provide didactic tools and resources and equip laboratories in all schools

**Description:** Having in mind the need to implement the new Curriculum it is expected that MEST will identify minimum packages of educational technology and didactic resources to facilitate the process of instruction in all schools. This will create an opportunity for municipalities to supply schools with the needed educational technology and equipment, at the same time allowing for more efficient use of available funds. Another possibility for more efficient use of educational technology and equipment is to provide schools with multi-functional equipment that will be able to be used for different subjects and grades at the same time, offering adequate technology and resources for various disciplines and students' ages. Thus, Kosovo primary and secondary schools use educational technology and resources for demonstration and illustration instead of developing student skills to carry complex

activities in given subjects. Often, this can be implemented by using information and communication technology, software and online resources. On the other hand, educational technology and equipment in vocational schools is different in nature and should serve for building student skills to perform various tasks and procedures.

Due to the high cost of educational technology and equipment, schools should present requests that are supported by detailed descriptions for the use of such technology, including name of subject, methods and procedures of utilization and maintenance. These requests need to be reviewed carefully by the professional staff of the MED. The main goal is to achieve maximum utilization of the educational technology and equipment during the schools year.

**Measure 3.2.** Supply school libraries with professional literature, textbooks and other reading materials

**Description:** School libraries are functional in many schools, but their resources remain limited and do not meet student needs. It is critical to use available funds to supply these libraries with professional literature for teachers, textbooks and other reading materials. However, it has to be kept in mind that improved supply with books and other resources implies significant additional funds; for this reason, municipality should contact publishers and distributors of textbooks to obtain more affordable prices. On the other hand, students, parents and the broader community should be encouraged to donate books for school libraries, including older publications that cannot be found in book-shops any more. All school libraries should keep an accurate evidence of the available book resources and of the status of their utilization and lending. For this reason municipality should ask for assistance from the City Library to set up a central system for book cataloguing, which would also allow for exchange of books between various school libraries.

**Measure 3.3.** Establish virtual firms and workshops in vocational schools

**Description:** Virtual firms and workshops allow for better implementation of the practical work in vocational schools and their quality to a large extent affects quality of knowledge and skills obtained by students as well as their employability in general. There are well equipped

workshops and good virtual firms operating in some – if not all - vocational schools of Pristina. For this reason, a study should be carried out to analyse the situation and to determine needs for virtual firms and workshops. The next step is to design a plan for establishing new virtual firms and workshops. Virtual firms can join similar international networks or can establish cooperation with local firms. The school workshops, on the other hand, can be used for practical work, to offer their services to other local businesses or to serve as school businesses generating income for the school. All vocational schools will be asked to assess opportunities for such cooperation with local businesses, as another way to boost motivation among students and teachers for better performance.

**Measure 3.4.** Organize activities of professional practice in cooperation with public and private firms

**Description:** Professional practice in a firm is an important part of the vocational curricula in Kosovo and municipality will do everything it can to help schools perform this important aspect of their remit. Every vocational school is responsible to identify potential partners from among public and private companies with which to cooperate in implementing professional student practice. The MED can support schools in signing agreements with these companies. Once the agreement is signed, the school needs to develop plans for implementation of the professional practice in cooperation with interested companies, as well as to perform regular monitoring and supervision of its implementation. The school and municipality will do everything so that the public is informed about the companies who support student professional practice also by occasionally organizing promotion activities, in which certificates of acknowledgment and recognition are awarded to the best companies. This can be one way to motivate other companies to engage with schools in implementation of professional practice.

**Measure 3.5.** Reorganize the network of primary and lower secondary schools in the municipality

**Description:** MED will establish a working team of experts covering a wide range of profiles and MEST representatives to review the current network of primary and lower secondary schools in the municipality. In this case, the MEST Infrastructure Department will

make available data collected on school facilities in the municipality of Pristina, which will be analyzed together and compared with the data from the national census classified according to the catchment areas for given schools. Thus the municipality will create a clearer idea on the type of school network that would best serve the needs of the population for education services. In the meantime consultations with the citizens will also be organized in areas where it is foreseen to close down or reorganize existing schools with the purpose of ensuring better understanding of the actions to be taken.

A reorganization of the primary and lower secondary school network will be the logical outcome of the situational analysis and of the consultations process. This reorganization will be formalized through a municipality decision on the new school network in the municipality of Pristina. On the other side, municipality will analyse and identify another community based purpose for utilization of school facilities that will not be used as schools. They could be transformed into health clinics, pre-school institutions, culture houses or similar.

**Measure 3.6.** Analyze needs and demands for attending schooling in gymnasia and various profiles of vocational education and training

**Description:** MED will set up a standing working group consisting of municipal officers, education experts, school representatives and representatives of association of upper secondary schools and businesses to analyse the needs for given profiles of upper secondary education. This working group will develop an initial proposal for profiles taking in consideration the demand, but also capacity of municipality to organize instruction in given profiles. The proposal will form the basis for the restructuring of profiles offered and for the placements offered for enrolment the is advertised by MEST.

Municipality will carry out a review of the needs at least once a year and depending on the results the network of upper secondary schools may be revised.

**Measure 3.7.** Take measures for prevention of dropping out, against bullying and in favour of supporting regular attendance of instruction in the primary and secondary education

**Description:** In line with the National Plan against School Drop Out, municipality and schools will organize teams for prevention which will be dealing with dropping out from schools, also in cooperation with centres of social wellbeing. Schools will be required to pay closer attention to reporting potential or actual drop out cases, as the only way to allow for preventive measures and timely and informed interventions. MED will also initiate a procedure with responsible authorities against all parents and children who drop out from compulsory education. In cooperation with schools and civil society organizations MED will organize awareness raising activities on the importance of schooling in areas that are more prone to such phenomena, including at the level of upper secondary education.

Regular attendance is more of an issue in upper secondary schools, more notably in some vocational schools. For this reason MED will insist that accurate evidence is kept by teachers of student attendance so that when an allowed limit of unexplained absences is crossed the needed measures are taken to restore discipline in the school. For this reason , the municipality needs to develop a regulation on sanctioning discipline measures and for providing alternative opportunities to complete a give grade. On the other hand, there needs to be better communication between school and family to avoid such cases.

**Measure 3.8.** Implement measure that include children with special educational needs in education

**Description:** In line with the Action Plan for Inclusion of Children with Special Educational Needs the municipality will take all needed measures to ensure increased participation of this category of children in primary and secondary education. Some of the measures involve infrastructure interventions and are included in the measures of Objective 5, whereas other measures will involve teacher education (Objective 4). In the bottom line, conditions will need to be created for them to be included in regular classes, individual plans to be developed and specialized staff to be employed to work with them. In line with the MEST policies and in coordination with the respective MEST units, attached classes with be

transformed into resource rooms in order to better serve the purpose of individual work with students with special educational needs and for other activities, whereas teachers of attached classes will become support teachers within the school. This will entail their new role whereby they provide professional advice to their colleagues and will support learning of children with special needs. MED will cooperate closely with the Resource Centre operating within the “Përparimi” in Pristina in order to enhance the situation in this area. At the same time, there will be more cooperation with other five resource centres operating centrally depending on their remit and based on the nature of student needs. Further, more awareness raising activities will be organized both for families with children with special educational needs and for other students in the class to facilitate overcoming of challenges and difficulties of the learning process.

From the managerial point of view a Professional Assessment Team will be set up for children with special educational needs, whereas an MED officer will be authorized to deal with problems of learning difficulties and to serve as a contact point with MEST.

**Measure 3.9.** Assess and analyze needs for professional and pedagogic staff in schools

**Description:** Numerous changes taking place in the system of education call for changes in the staff expertise and structure both from the quantity and quality perspective. For instance, KESP foresees employment of assistants for special needs children in regular schools, which is a new category of professional staff. Regarding new employments it needs to be kept in mind that salaries are covered by the National Budget and that well supported requests need to be submitted at the time of development of the Mid-Term Expenditure Framework or the annual budget. In order to accommodate demands for new positions and to respect the limits imposed by the quota MED needs to get rid of unnecessary positions as well as to outsource various services, such as technical and security arrangements in schools.

**Measure 3.10.** Organize non-formal education in schools

**Description:** Municipality will support organization of non-formal education for adult persons who have not completed their compulsory education . These programs need to be in line with MEST approved curricula and should lead to formal qualifications. Depending on the resources available, municipality will organize non-formal education for all interested persons, in particular for persons from disadvantaged groups, including persons with special educational needs. If the demand exceeds resources available municipality will reach for support from central authorities and from donors. Vocational school will also be encouraged to provide training for adult persons in cooperation with the Regional Vocational Training Centre.

#### ***Objective 4: Building of mechanisms for continuous professional development of teacher***

Legal provisions in force provide that municipalities are responsible for teachers' professional development. On the other hand, MEST remains responsible for teacher licensing, which includes also recognition of qualifications earned through professional development activities. MEST is also responsible for accreditation of teacher professional development programs. Whereas MEST has started to exercise its responsibilities as provided by the law, the same cannot be said for the municipalities, including Pristina, who have not yet been able to implement their responsibilities.

Teacher training in the municipality of Pristina is carried out primarily through donor supported projects, whereas municipality has very little information available on them. On the other hand, a lot more needs to be done in order to provide teachers access to programs of professional development since they are required to collect minimum 100 hours of accredited training during five years in order to renew their licence. In this regard it is more than important to create mechanisms that enable teachers to receive training that will help them face the challenges brought about by the new competence based Kosovo Curriculum Framework as well as to accomplish their ambitions and to advance in their careers.

## Indicators

- 4.1. At least 70% of teachers in the municipality use services made available by the Professional Development Centres by 2017
- 4.2. School teams for professional development have been established and made functional in more than 60% of schools in the municipality
- 4.3. MED, on an annual basis, carried out a needs assessment and drafts a report on teacher professional development needs
- 4.4. By the end of 2017 over 80% of teachers of the municipality of Pristina have participated in professional development activities related to the implementation of the new Kosovo Curriculum.

## Measures

**Measure 4.1** Make Professional Development Centre fully functional

**Description:** The Basic Education Program funded by USAID and the Kosovo Government has so far established Professional Development Centres (PDC) in 20 Kosovo municipalities. Pristina is the only municipality where two such centres have been established: the one in the Green School and the other one in the “Dardania” primary school. Some activities have been organized in the PDC in the Green School mainly as part of the implementation of the Basic Education Program. The other centre in “Dardania” school has been supplied with all needed equipment and furniture, together with a 21<sup>st</sup> Century Classroom. Initially these Centres are mainly used to implement teacher professional development activities of the USAID and MEST funded Basic Education Program. However, in line with the Memorandum of Understanding signed between BEP and the Municipality of Pristina, PDCs are available to the MED for all activities serving for development of education and for teachers’ professional development in the municipality. The municipality has appointed a municipal coordinator of the PDC. Very soon the Coordinator will assume full responsibilities making way for making the PDCs fully operational and functional. In this regard, rules of procedure for the PDC will be developed that will be distributed to all users of the PDC and will serve as a guidance for utilization of the PDC. Centres will be made available to schools and teachers to use for their development needs offering for their use the equipment in the Centres and by organizing consultations between teachers with facilitators/trainers.

**Measure 4.2** Establish professional development teams in schools

**Description:** Recent tendencies in teacher development call for implementation of a large part of teacher development efforts in schools. To facilitate this process municipality will support setting up of school teams for professional development. These teams will work under the immediate supervision of the school director, whereas membership in these teams will depend from the broader school context. Nevertheless, the teams will consist by some teachers who have been certified as facilitators/trainers of relevant professional development programs; the school pedagogue and psychologist will also be represented in the team as long as school has one; there will also be a distinguished teacher who is experienced and enjoys the respect of his/her colleagues. School teams will serve as an advisory body for teachers in the school. There will be a coordinator who will serve as a link between and the teachers on one side and will ensure that the school based teacher development will be in line with the municipal policies.

Municipality will look into the possibility to pay some fee to coordinators for their work and to provide them with other forms of incentives, including releasing them from a part of their workload, such as duties of the class-master, being on duty in the corridors during the breaks, etc.

**Measure 4.3** Organize an information/consultation campaign with teachers on the topic of various forms of TPD

**Description:** During 2013, the PDC Coordinator, in cooperation with school coordinators of professional development will draft the plan of a campaign for informing all teachers in the municipality regarding various forms of teacher professional development and opportunities available for such a process. This plan will be implemented through information sessions targeting teachers, by distributing information materials, such as Catalogue of accredited training programs, the Framework of school based professional development, various manuals, etc.

- Measure 4.4** Regularly assess the teacher professional development needs
- Description:** Successful plans for teacher professional development will not be designed unless they are built on identified teachers' training needs. Therefore, municipality will develop several instruments (questionnaire, interviews, individual plans for professional development, etc) to assess these needs. MED staff will analyse these data on a regular (possibly annual) basis, whereas results will serve to plan teacher professional development for the coming period. To facilitate this process, research instruments are administered by school based coordinators, whereas data are collected, analysed and interpreted at the municipal level.
- Depending of the results obtained from the analysis of needs for teacher professional development, an action plan will be developed each year for organizing professional development of teachers. The plan will include both PDC and school based professional development efforts and will be disseminated to all teachers in the municipality through school directors and coordinators.
- Measure 4.5** Develop a mechanism for monitoring teacher professional development
- Description:** In order to obtain reliable data on the quality of the process of teacher professional development, it is necessary to have a mechanism for monitoring of TPD. Municipality will engage for this purpose its professional advisory council (Measure 1.7) and will establish a standing monitoring working group. This group will serve as an advisory body for the teachers, schools and for the municipality. The Group will be accommodated in the MED premises and will work in close cooperation with the PDC Coordinator. The optimum number of the members of this group will be seven, whereas their profile shall be such that it will cover the curricular learning areas.
- Measure 4.6** Train and prepare teachers to implement the new curriculum
- Description:** The municipality will start the process of providing systematic support to teachers so that they are able to implement the new curriculum. In the first six months of 2013, information sessions will be organized on the topic of the new Curricular Framework, the novelties it brings and implications of its implementation in

the classrooms. Further specific training sessions will be organized on various implementation aspects of the new curriculum, such as competencies, learning areas, optional curriculum, learning outcome, teaching and learning resources, assessment, etc. A cascade model will be applied whereby trainers will be trained who will implement more training with teachers in the field and the latter ones will serve as resource persons for their colleagues in the school. In some cases, the municipality will look into the possibility to engage specialized institutions for training of teachers.

### ***Objective 5: Create a friendly, healthy and safe environment for all***

A friendly, healthy and safe environment for all is a pre-requisite for an unhindered development of the process of instruction. Ample school spaces will allow for students and teachers to engage in a free teaching and learning interaction in the process of instruction. The effective legislation, drafted by municipal decision-makers, leaves enough space and opportunities for students to take care of school assets and to implement creative activities for promotion of a friendly school. Renovated school facilities also offer opportunities for an unhindered process of instruction. Electronic communication between schools and MED, as well as between various schools in the municipality and in the region will result in easier circulation of information and in better coordination and exchange of experiences between these schools and, finally, there will be better management and better quality of education. The improved security as a result of installed electronic surveillance systems, better regulation of the traffic in the vicinity of schools, building of emergency exits, insuring students against accidents will necessarily result in more active student participation in the learning process and better student performance. Students with disabilities are expected to have unimpeded access to school facilities, whereas infrastructure will be adapted in a way that will allow them to develop their aptitude and to become active and equal contributors to the society. Connection to the inexpensive central heating system will not only help to protect the environment, but it will also make savings to serve for other important priorities for the education in the municipality. Providing transport for students and teachers also contributes to improving inclusion in education, as a right guaranteed not only by international covenants, but also by the Kosovo legislation.

## Indicators

- 5.1. Until 2015 six new school buildings will be built for grades 1-9. Two schools for upper secondary schools and four annexes for pre-school institutions
- 5.2. Regulation is developed for maintenance and management of school assets
- 5.3. Twelve existing school facilities have been renovated
- 5.4. Schools are supplied with school furniture in line with the technical specifications
- 5.5. ICT infrastructure is installed in all schools and internet access is provided
- 5.6. Until the end of 2015 all schools are supplied with ICT equipment and an electronic surveillance system
- 5.7. Every year five new paths and sanitary units for students with physical impairments
- 5.8. Street signalling has been implemented, road traffic has been organized, road bumps have been mounted and fences have been placed in the streets in the vicinity of five schools every year
- 5.9. Until the end of 2014 schools that do not have emergency staircases will be supplied with hydrants and fire extinguishers
- 5.10. Until 2017 all school facilities will be connected to the municipal central heating system.

## Measures

**Measure 5.1** Create more physical space for students and pre-school children

**Description:** Demographic and migration trends in the already overpopulated capital city have resulted in schools overcrowded with students and as a result it became necessary to build new school facilities. The education process is a complex one and it requires adequate solutions regarding space both in the functional and formal aspects. The perception of space by children is different from that of the adults and for this reason they should enjoy adequate and optimum infrastructure conditions. Improvement of school infrastructure also allows for better implementation of the process of reforms. Insufficient investments in pre-school infrastructure has not allowed for more children to be included in this level of education. Increasing the physical space of school infrastructure

by building new primary and pre-school facilities will also help to meet the required standards and as such is one of the priority commitments of the municipal education department.

Six new school buildings for grades 1-9 are foreseen to be built, as well as two upper secondary schools and four annexes of pre-school institutions.

**Measure 5.2** Develop regulations for maintenance and taking care of school areas and assets

**Description:** The large number of schools in the municipality results in a large cost of maintenance and taking care of the school assets. Due to the lack of policies for maintenance and management of school assets, the damages caused by neglect or careless behaviour have become a burden for the school or municipal budget because of too many repairs and mending that need to be done. Apart from the regulation providing for discipline in all school and levels of education, a separate regulation needs to be drafted and approved on maintenance and management of school areas and assets. Such regulation with regulatory and limiting provisions will be drafted by the MED staff and school managers through a series of workshops that will be followed up by electronic exchange of work and drafts. Parents and parents' councils are expected to play an active role in this process.

**Measure 5.3** Renovate and adapt existing school areas

**Description:** Municipality of Pristina owns a large number of school buildings. Many of them have been damaged as a result of their age (some over 40 years old), atmospheric conditions and through neglect and lack of adequate maintenance. An intervention to renovate them is badly needed as the only way to provide good working conditions for smooth running of the process of instruction. So far several interventions have taken place, but still insufficient for unimpeded functioning and operation of these school institutions. Many school buildings are in dire need to be rebuilt, renovated, and rehabilitated; some need installation of a central heating system, installation of the electrical system, fixing of the sewage and water supply and proper maintenance of the building.

All requests for renovation need to be well supported and

explained in details; their review will be done by the MED staff, in cooperation with experts from other institutions under the aegis of the municipality.

**Measure 5.4** Provide quality furniture

**Description:** Schools of the municipality are supplied with school furniture of differing quality. Desks, chairs, cabinets, lockers, and other auxiliary furniture are in most cases of low quality, which increases the cost of furnishing due to the need for frequent replacement of easily broken furniture. Schools have turned into storage areas of broken furniture as a result of their poor quality, which further occupies already limited usable space in schools. This has come as a result of lack of adequate supervision at the time when schools were supplied with furniture, as well as from the lack of detailed technical specifications in the terms of reference for calls for tenders. In order to ensure quality, durable and hard-wearing furniture municipality will engage in early planning of the procurement process, including also detailed description in the technical specifications of the materials to be used for the furniture. Here too, needs of children with disabilities and special educational needs will be taken in consideration. For this purpose, experts will be engaged who will provide accurate and unbiased description of the needs.

**Measure 5.5** Build telecommunication infrastructure and provide internet access to all educational institutions

**Description:** The importance of using information and communication technology in institutions of education is already a widely accepted concept. The concept of digital education is a relatively new concept and students should therefore be offered with all needed conditions to develop their skills to use modern technologies and in turn improve quality of instruction and learning. Besides, installation of the respective infrastructure and connecting schools to internet will facilitate communication between schools and the MED and thus allow for easier consultations, data collection, feeding and saving of information in various forms, which will all in turn contribute to easier management of institutions of education by the MED. New technology and access to internet offers also to all schools opportunities to engage in various programs and projects (such as

*eSchools*) thus contributing to the creation of an information society, that is a precondition for adequate development of education. Access to internet allows teachers to better access various resources, information and additional teaching and learning materials for better preparations of their classes; at the same time, working with ICT students benefit from improved quality of educational provision. A number of schools in urban areas possess sufficient infrastructure for ICT and are also connected to internet; school in rural areas, however, remain outside of the trends related to the information and communication technology. It is foreseen that ICT infrastructure will be built in all institutions of pre-university education by extending the cable network or by providing wireless access points so that they can connect to internet.

**Measure 5.6** Supply all schools with ICT equipment and peripherals and with an electronic surveillance system

**Description:** ICT equipment prepares students to participate in the efforts to change the world. Students use ICT equipment to find, retrieve, analyze, modify and present information in an adequate and creative manner. Both students and teachers learn to make swift use of the ideas and experiences from a wide range of people, communities and cultures. The grown capacity for utilization of ICT equipment supports student initiatives and independent learning and allows them to reach valuable conclusions on their own as well as to have in mind implications of ICT utilization at home and at work. A small number of schools in the municipality are supplied with ICT equipment, whereas equipment donated immediately after the war is now outdated and obsolete. The idea is to supply all schools with ICT and to use it to improve quality of education.

When planning ICT infrastructure in schools it should be kept in mind that IC T allows for more efficient use of other educational technology and equipment. For this reason, serious consideration needs to be given to the possibility of supplying all or a number of classrooms with video-projectors (monitors) and to provide schools with several portable computers (laptops) for teachers who use technology in their preparations and work with students. Such an approach would encourage other teachers also to use technology in their teaching and learning.

Current practices have shown that surveillance systems in schools consisting of CCTV monitoring cameras help significantly in keeping full control and monitoring of the school area facilitating also the analysis of various situations in and around the school with the purpose of taking preventive measures against violence and criminal activities that could potentially involve students. The surveillance cameras have also helped to improve discipline in schools. Regarding privacy, surveillance is only carried in the corridors and in the school yard, which is not considered to be breach students' or teachers' privacy. Installation of the surveillance system is expected not only to keep various criminal elements and dealers of various harmful substances at arms length, but it is also thought as an element with a psychological impact on (particularly adolescent) students not to engage in violent initiatives and activities in the school. Priority will be given to institutions which directly threaten safety of the staff and students.

**Measure 5.7** Construct pathways in school entrances, stairways and in sanitary units for persons with physical impairments

**Description:** Every child should be provided with access to school facilities. This is recognised as a fundamental right and guaranteed by various international covenants and by the Kosovo legislations. Access to education for persons with disabilities and special education needs is an important indicator of the fairness and inclusiveness of a system of education. In order to enable full exercise of this right both for children and for adults with physical impairments all schools will construct adequate pathways in line with accepted standards and existing ones will be modified and corrected whenever not in harmony with those standards. These persons should also be provided with optimum conditions for unhindered attendance of schooling and in this regard sanitary units will be adapted and renovated in all schools to be brought in line with the standards for persons with physical impairments. MED is dedicated to carry out the needed modifications in school areas so that they are made fully suitable for children with special needs, as an element that creates prerequisites for full inclusion of all children in education.

**Measure 5.8** Create conditions for a safe physical environment in schools for children

**Description:** Improving safety in schools and strengthening of the community ownership in solving security problems and in creating a safer environment that contributes for a more effective education system remains one of the key engagements of the MED Pristina. The city of Pristina is characterized by heavy traffic which is negatively affecting not only the everyday life of its residents, but it has also become a serious obstacle and a life threatening aspect by limiting the walking space for students commuting to and from schools daily. In order to create conditions of a safe physical environment for students in schools, it has been decided to place special horizontal and vertical traffic signs in the school vicinity and in the streets leading to schools. Also, in cooperation with other authorities it will be arranged to reorganize road traffic in the most frequently used streets in the school vicinity. Street lighting near school facilities will be installed, repaired and maintained with the purpose of increasing student safety. Placing road bumps, horizontal signalling and metal rails are among the most important things that will be done to prevent traffic accidents both in urban and rural areas.

**Measure 5.9.** Create conditions for student physical safety in cases of emergency

**Description :** In most of the cases school buildings do not meet safety standards in case of natural disasters, such as fires and earthquakes. More than half of the school buildings are old, without an emergency exit or emergency staircase for emergency evacuations. Only a small number of schools have this kind of exits. On the other hand, most of the schools do not have a system of hydrants installed for fire fighting. Even those who have such systems they are old and in most cases obsolete. To improve student safety in emergencies MED will repair and maintain the system of existing hydrants in schools. Schools that do not have hydrants will be supplied with portable fire extinguishers that will be regularly maintained. Besides, in all schools of two or more floors emergency staircases will be mounted whereas emergency exits will be arranged in one floor schools.

**Measure 5.10** Provide a warm and friendly environment for students

**Description:** There is a long term plan of the Kosovo Electric Corporation to use the steam from the electric power plants for central heating in the town of Pristina as the least expensive source of energy for heating. MED is planning to use this form of energy supply for heating the schools in the municipality. This would allow for the budget currently dedicated for heating to be reallocated for other educational priorities.

## 4. Action plan and budget

Action plan and budget have been developed for the entire implementation period of the Education Development Plan starting from 2013 and ending with 2017. Both action plan and budget are of a guiding character and should be reviewed at the beginning of every fiscal year. At the same time, a detailed plan of activities should be designed for the that year.

Part of the envelope for the implementation of the Development Plan need to be covered by the municipality own income and the rest from the Kosovo Consolidated Budget. In any case, at the beginning of every year it is critical to carefully analyze budget ceilings as set by the Ministry of Finance and efforts should be made to redefine them in order to accommodate additional expenditures needed for the implementation of the Plan. On the other hand, in cases when it is required to hire additional staff ways should be found for this to take place, for example by pushing up the employment ceilings set by the Ministry of Public Administration, better organization of work places and outsourcing some services in order to make room for new staff. Below is presented a cumulative table of the budget required for the implementation of the Municipal Education Development Plan for all five strategic objectives. The following tables present implementation plans and a calculation of expenses for each individual objective.

Area	Budget					
	2013	2014	2015	2016	2017	Total
Management	€ 5,250	€ 22,800	€ 34,100	€ 50,800	€ 50,800	€ 163,750
Pre-school education	€ 60,500	€ 111,600	€ 182,400	€ 226,600	€ 226,600	€ 807,700
Primary and secondary education	€ 322,000	€ 440,000	€ 454,000	€ 504,000	€ 354,000	€ 2,074,000
Professional development	€ 0	€ 50,000	€ 75,000	€ 75,000	€ 0	€ 200,000
Environment and infrastructure	€ 6,322,500	€ 6,050,000	€ 4,100,000	€ 3,735,000	€ 3,720,000	€ 23,927,500
	<b>€ 6,710,250</b>	<b>€ 6,674,400</b>	<b>€ 4,845,500</b>	<b>€ 4,591,400</b>	<b>€ 4,351,400</b>	<b>€ 27,172,950</b>

**OBJECTIVE 1:*****High quality and efficient governance, leadership and management in institutions of education***

<b>Measure 1.1 Establish mechanisms for selection of management and professional staff in schools</b>										
Code	Activity	Implementation period	Responsible	Description of expenditure	B U D G E T (EUR)					
					2013	2014	2015	2016	2017	Total
1.1.1	Define unbiased criteria for selection of management staff	January – June 2013	MED							-
1.1.2	Include parents' councils in the selection process	Starting from July 2013	MED							-
1.1.3	Engage volunteering experts to the selection panels	Starting form July 2013	MED							-
Sub-total 1.1					-	-	-	-	-	-

Measure 1.2		Organize training for management staff to improve their performance in the respective functions									
Code	Activity	Implementation period	Responsible	Description of expenditure	B U D G E T (EUR)						
					2013	2014	2015	2016	2017	Total	
1.2.1	Analyse training needs for management staff and propose a training plan	May-June 2013	MED	Engage a company to analyse needs and to propose a training plan	3,000						3,000
1.2.2	Include management staff in trainings supported by development partners	Starting from January 2013	MED								-
1.2.3	Organize training for management staff in line with the needs and training plan	Starting from January 2014	MED	Annual fund for training of management staff (Estimate: 25 EUR per training day/person) 50 persons x 4 training days x 25 EUR		5,000	5,000	5,000	5,000	5,000	20,000
Sub-total 1.2					3,000	5,000	5,000	5,000	5,000	5,000	23,000

<b>Measure 1.3</b>		<b>Provide incentives to management staff based on professional achievement and performance</b>								
Code	Activity	Implementation period	Responsible	Description of expenditure	B U D G E T (EUR)					
					2013	2014	2015	2016	2017	Total
1.3.1	Set up a scheme of incentives for successful management in institutions of education in the municipality	May-October 2013	MED							-
1.3.2	Apply stimulation for successful management of education institutions	Starting form January 2014	MED	Annual fund for supporting successful management		2,500	3,000	3,000	3,000	11,500
Sub-total 1.3					-	2,500	3,000	3,000	3,000	11,500

<b>Measure 1.4 Implement responsibilities devolved from the central level to responsibilities and further down to schools</b>										
Code	Activity	Implementation period	Responsible	Description of expenditure	B U D G E T (EUR)					
					2013	2014	2015	2016	2017	Total
1.4.1	Design a plan for transfer of responsibilities from central to local level	March-May 2013	MED							-
1.4.2	Introduce staff to the new responsibilities	June-August 2013	MED IEA							-
1.4.3	Implement transferred responsibilities in line with the effective legislation	Starting from September 2013	MED IEA							-
<b>Sub-total 1.4</b>					-	-	-	-	-	-

<b>Measure 1.5</b>		<b>Make School Parents' Councils functional</b>									
Code	Activity	Implementation period	Responsible	Description of expenditure	B U D G E T (EUR)						
					2013	2014	2015	2016	2017	Total	
1.5.1	The guidebook for functioning of parents' councils is drafted	February – April 2013	MED	Expertise for development of the guidelines (8 days x 150 EUR)		1,200					1,200
1.5.2	Work plans are developed for the functioning of parents' councils in EIs	June - September for every school year, starting with 2013	EIs								-
1.5.3	The Municipal Parents' Council is established	December 2013	MED EIs								-
1.5.4	Develop action plans for functioning of the Municipal Parents' Council	June - September for every school year, starting with 2014	MED								-
Sub-total 1.5					-	1,200	-	-	-	-	1,200

<b>Measure 1.6</b>		<b>Provide professional services for institutions of education and MED</b>									
Code	Activity	Implementation period	Responsible	Description of expenditure	B U D G E T (EUR)						
					2013	2014	2015	2016	2017	Total	
1.6.1	Draft the regulation for hiring professionals for EIs and MED	April-June 2013	MED								-
1.6.2	Recruit professionals for the needs of EIs and MED based on needs	Starting from September 2013	MED	Additional expenses caused by hiring experts covered by funds dedicated to respective projects							-
Sub-total 1.6					-	-	-	-	-	-	-

<b>Measure 1.7</b>		<b>Organize professional advisory service at the municipal level</b>									
Code	Activity	Implementation period	Responsible	Description of expenditure	B U D G E T (EUR)						
					2013	2014	2015	2016	2017	Total	
1.7.1	Design advisory service organizational chart and job descriptions	February - September 2013	MED	Local expertise for designing the chart (15 expert/days x 150 EUR)	2,250						2,250
1.7.2	Employ advisors for specific curricular areas	January 2014 – July 2015	MED	Staff salaries In 2014 3 persons are employed x 350 EUR x 12 months In 2015 5 persons are employed at 350 EUR x 12 months		12,600	23,100	37,800	37,800		111,300
1.7.3	Provide advise to school based on the annual plan of action	Starting from September 2014	Advisory service	Annual expenses for operations of the advisory service		1,500	3,000	5,000	5,000		14,500
Sub-total 1.7					2,250	14,100	26,100	42,800	42,800		128,050
				<b>Total Objective 1:</b>	<b>5,250</b>	<b>22,800</b>	<b>34,100</b>	<b>50,800</b>	<b>50,800</b>		<b>163,750</b>

**OBJECTIVE 2:*****Increased inclusion of children in pre-school education and providing quality services***

<b>Measure 2.1 Public-Private partnerships are established in support of pre-school education</b>										
Code	Activity	Implementation period	Responsible	Description of expenditure	B U D G E T (EUR)					
					2013	2014	2015	2016	2017	Total
2.1.1	Opportunities are identified for public – private partnerships	January-March 2013	MED							-
2.1.2	Public-private partnerships are supported in pre-school education	Starting from September 2013	MED	Fund for public-private partnerships	7,500	15,000	15,000	15,000	15,000	67,500
Sub-total 2.1					7,500	15,000	15,000	15,000	15,000	67,500

Measure 2.2		Fulfil staffing needs in pre-school education								
Code	Activity	Implementation period	Responsible	Description of expenditure	B U D G E T (EUR)					
					2013	2014	2015	2016	2017	Total
2.2.1	Analyse needs for additional staff in public PSIs	January-June 2013	MED							-
2.2.2	New staff is hired based on identified needs	Starting from September 2013	MED	Additional staff in new pre-school institutions (average salary 250 EUR) 2013: 5 new employees x 4 months = 20 person/months 2014: 5 employees x 12 months + 10 new employees x 4 months = 100 person/months 2015: 15 employees x 12 months + 10 new employees x 4 months = 220 person/months 2016: 25 employees x 12 months = 300 person/months	5,000	25,000	55,000	75,000	75,000	235,000
Sub-total 2.2					5,000	25,000	55,000	75,000	75,000	235,000

<b>Measure 2.3 Organize professional development for the educators</b>										
Code	Activity	Implementation period	Responsible	Description of expenditure	B U D G E T (EUR)					
					2013	2014	2015	2016	2017	Total
2.3.1	Needs analysis for professional development in pre-school education and drafting of training plan	March-June 2013	MED	A company is hired to assess needs and to propose a training plan	3,000					3,000
2.3.2	Educators are included in training organized by development partners	Starting from January 2013	MED PSI							-
2.3.3	Organize training for educators in line with the plan	Starting from January 2014	MED PSIs	Annual fund for training of management staff (Estimate: 25 EUR per person/training day) 100 persons 4 training days x 25 EUR		10,000	10,000	10,000	10,000	40,000
Sub-total 2.3					3,000	10,000	10,000	10,000	10,000	43,000

<b>Measure 2.4</b>		<b>Organize monitoring and support of the functioning of pre-school institutions</b>									
Code	Activity	Implementation period	Responsible	Description of expenditure	B U D G E T (EUR)						
					2013	2014	2015	2016	2017	Total	
2.4.1	Draft annual monitoring plans	In June before start of school year	MED								-
2.4.2	Carry out regular monitoring of pre-school institutions	Starting from September 2013	MED								-
Sub-total 2.4					-	-	-	-	-	-	-

<b>Measure 2.5</b>		<b>Supply pre-school institutions with educational technology and resources and sports equipment</b>									
Code	Activity	Implementation period	Responsible	Description of expenditure	B U D G E T (EUR)						
					2013	2014	2015	2016	2017	Total	
2.5.1	Draft requests for supply with educational technology and resources and sports equipment	April-June starting from 2013	PSI								-
2.5.2	Supply public PSIs with educational technology and sports equipment	Starting from September 2013	MED	Annual fund for educational technology	45,000	45,000	45,000	45,000	45,000	45,000	225,000
Sub-total 2.5					45,000	45,000	45,000	45,000	45,000	45,000	225,000

<b>Measure 2.6</b>		<b>Establish new pre-primary classes in primary schools</b>								
Code	Activity	Implementation period	Responsible	Description of expenditure	B U D G E T (EUR)					
					2013	2014	2015	2016	2017	Total
2.6.1	Draft school requests for setting up of new pre-primary classes	June (starting from 2013) for the next fiscal year	PLSS							-
2.6.2	Employ educators to work with pre-primary classes	Starting from September 2014	MED	Additional educators at the pre-primary level (average salary: 340 EUR) 2014: 10 new educators x 4 months = 40 person months 2015: 10 educators x 12 months + 10 new educators x 4 months = 160 person months 2016: 20 educators x 12 months = 240 person months		13,600	54,400	81,600	81,600	231,200
Sub-total 2.6					-	13,600	54,400	81,600	81,600	231,200

<b>Measure 2.7 Collect data from all public and private pre-school institutions</b>										
Code	Activity	Implementation period	Responsible	Description of expenditure	B U D G E T (EUR)					
					2013	2014	2015	2016	2017	Total
2.7.1	Set up a system for collection of data from public and private PSIs	January –March 2013	MED							-
2.7.2	Data are collected from all PSIs in the municipality	Starting from September 2013	MED							-
Sub-total 2.7					-	-	-	-	-	-

<b>Measure 2.8</b>		<b>Organize an information campaign with parents on opportunities for inclusion in pre-school education</b>								
Code	Activity	Implementation period	Responsible	Description of expenditure	B U D G E T (EUR)					
					2013	2014	2015	2016	2017	Total
2.8.1	The list of licensed public and private pre-school institutions is published on the municipal web-site	September-December 2013	MED							-
2.8.2	Print and distribute posters and leaflets on registration in PSIs	June 2014 June 2015	MED	1000 posters 1 EUR 10000 leaflets 0.20 EUR		3,000	3,000			6,000
Sub-total 2.8					-	3,000	3,000	-	-	6,000
				<b>Total Objective 2:</b>	<b>60,500</b>	<b>111,600</b>	<b>182,400</b>	<b>226,600</b>	<b>226,600</b>	<b>807,700</b>

**OBJECTIVE 3:**  
**Improved quality and access in primary and lower secondary education**

<b>Measure 3.1</b>		Educational technology and laboratory equipment is provided for all schools									
Code	Activity	Implementation period	Responsible	Description of expenditure	B U D G E T (EUR)						
					2013	2014	2015	2016	2017	Total	
3.1.1	Define the content of the minimum educational technology kit for implementation of the New Kosovo Curriculum	January-December 2013	MED with MEST support	Expenses for expertise covered by MEST, respectively by development partners							-
3.1.2	Schools are supplied with minimum educational technology kits, including equipment for labs	Starting from January 2014	MED	Expenses for educational technology	280,000	280,000	280,000	280,000	280,000	280,000	1,400,000
Sub-total 3.1					280,000	280,000	280,000	280,000	280,000	280,000	1,400,000

<b>Measure 3.2</b>		School libraries are supplied with professional literature, textbooks and other reading materials								
Code	Activity	Implementation period	Responsible	Description of expenditure	B U D G E T (EUR)					
					2013	2014	2015	2016	2017	Total
3.2.1	Campaigns are organized for collection of books from families and community	Starting from January 2013	Schools							-
3.2.2	Draft requests for book supplies from the MED	March –June starting from 2013	Schools							-
3.2.3	Books and professional literature are supplied for schools based on the submitted requests	Starting from January 2014	MED	48000 students x ~0.5 EUR/student	25,000	25,000	25,000	25,000	25,000	125,000
Sub-total 3.4					25,000	25,000	25,000	25,000	25,000	125,000

<b>Measure 3.3</b>		<b>Virtual firms and workshops are set up in vocational schools</b>									
Code	Activity	Implementation period	Responsible	Description of expenditure	B U D G E T (EUR)						
					2013	2014	2015	2016	2017	Total	
3.3.1	An assessment if carried out of the state of workshops and virtual firms no vocational schools and needs are identified	January –June 2013	MED	Expertise for needs assessment (10 expert/days x 150 EUR)	1,500						1,500
3.3.2	A plan for setting up of new workshops and virtual firms is drafted	July -September 2013	MED Schools								-
3.3.3	Vocational schools in the municipality are supplied with workshops and virtual firms	Starting from January 2014	MED	7 vocational schools x 50,000 EUR		100,000	100,000	150,000			350,000
Sub-total 3.2					1,500	100,000	100,000	150,000		-	351,500

<b>Measure 3.4 Activities of professional practice are organized in cooperation with public and private enterprises</b>										
Code	Activity	Implementation period	Responsible	Description of expenditure	B U D G E T (EUR)					
					2013	2014	2015	2016	2017	Total
3.4.1	The action plan for communication with enterprises is developed	January-March 2013	MED Schools							-
3.4.2	Communication with enterprises takes place on professional practice	April-May 2013	MED Schools							-
3.4.3	Contracts of cooperation are signed with enterprises	Starting from June 2013	MED							-
3.4.4	Regular coordination meetings are held with enterprises that provide opportunities for professional practice	Starting from September 2013	Vocational schools							-
<b>Sub-total 3.3</b>					-	-	-	-	-	-

<b>Measure 3.5 Primary and lower secondary school network in the municipality is reorganized</b>										
Code	Activity	Implementation period	Responsible	Description of expenditure	B U D G E T (EUR)					
					2013	2014	2015	2016	2017	Total
3.5.1	The working group is established to review the network of PLSS	March-June 2013	MED							-
3.5.2	A review report is drafted on the school network with recommendations for reorganization	July – December 2013	Working Team	Payments for external experts in the WG (3 persons x 500 EUR)	1,500					1,500
3.5.3	A public discussion is organized with communities affected by reorganization	January-June 2014	MED Schools							-
3.5.4	A decision is made on school network reorganization	September – December 2014	MED							-
3.5.4	Reorganization of school network is done in line with recommendations	Starting from September 2015	MED							-
Sub-total 3.5					1,500	-	-	-	-	1,500

<b>Measure 3.6 Analyse needs / requests for attending gymnasia and specific profiles in vocational education and training</b>										
Code	Activity	Implementation period	Responsible	Description of expenditure	B U D G E T (EUR)					
					2013	2014	2015	2016	2017	Total
3.6.1	A permanent working group is established for upper secondary schools with representation of all stakeholders	January-March 2013	MED							-
3.6.2	Situation and needs are assessed in upper secondary education	April - September 2013	Working group							-
3.6.3	A proposal is drafted for enrolment in secondary schools in 2014/15 school year	October – December 2013	Working group							-
3.6.4	A public discussion is organized and consultations take place with MEST on enrolment in the 2014/15 school year	January-March 2014	MED Working group							-
3.6.5	A proposal is drafted for MEST on admission of students in secondary schools for the 2014/15 school year	April 2014	MED Working group							-
3.6.6	Trends are analysed on student enrolment and proposals are drafted for the next year	Every year starting from January 2015	MED Working group							-
Sub-total 3.6					-	-	-	-	-	-

<b>Measure 3.7</b>		<b>Measures are taken to prevent dropping out from school and negative behaviour, and for regular attendance in the primary and secondary education</b>								
Code	Activity	Implementation period	Responsible	Description of expenditure	B U D G E T (EUR)					
					2013	2014	2015	2016	2017	Total
3.7.1	The National Plan for Action against dropping out from schools is implemented	A continuous task	MED							-
3.7.2	The Municipal Team is established for Supervision of Implementation	January-February 2013	MED							-
Sub-total 3.7					-	-	-	-	-	-

<b>Measure 3.8 Measures are taken for inclusion of children with impairments in education</b>										
Code	Activity	Implementation period	Responsible	Description of expenditure	B U D G E T (EUR)					
					2013	2014	2015	2016	2017	Total
3.8.1	A permanent working group is established for integration of children with special needs with representation from all stakeholders	January-March 2013	MED							-
3.8.2	A Professional Assessment Team is established for children with special educational needs	January-March 2013	MED							-
3.8.3	The Action Plan for Inclusion of Children with Special Needs is implemented	Continuous task	MED							-
3.8.4	Integration of SNC is monitored and recommendations are given for effective solution of problems	Starting from April 2013	Working group							-
Sub-total 3.8					-	-	-	-	-	-

Measure 3.9		Needs are assessed for pedagogic and professional staff								
Code	Activity	Implementation period	Responsible	Description of expenditure	B U D G E T (EUR)					
					2013	2014	2015	2016	2017	Total
3.9.1	Needs are analysed for additional staff in primary and secondary schools	January-June 2013	MED							-
	New staff is hired in line with the needs	Starting from September 2013	MED	Additional staff in primary and secondary schools (average salary 350 EUR) 2013: 5 new employees x 4 months = 20 person months 2014: 5 employees x 12 months + 5 new employees x 4 months = 80 person months 2015: 10 employees x 12 months = 110 person months	7,000	28,000	42,000	42,000	42,000	161,000
Sub-total 3.9					7,000	28,000	42,000	42,000	42,000	161,000

<b>Measure 3.10</b>		<b>Non-formal education is organized in schools</b>								
Code	Activity	Implementati on period	Responsi ble	Description of expenditure	B U D G E T (EUR)					
					2013	2014	2015	2016	2017	Total
3.10.1	Instruction is organized for adult students to complete compulsory education	Starting from September 2013	MED	70 participants x 100 EUR For more interest additional resources are needed from other sources	7,000	7,000	7,000	7,000	7,000	35,000
Sub-total 3.10					7,000	7,000	7,000	7,000	7,000	35,000
				<b>Total Objective 3:</b>	<b>322,000</b>	<b>440,000</b>	<b>454,000</b>	<b>504,000</b>	<b>354,000</b>	<b>2,074,000</b>

**OBJECTIVE 4:*****Building of mechanisms for continuous teacher professional development***

<b>Measure 4.1 Professional Development Centres (PDC) are made fully operational</b>										
Code	Activity	Implementation period	Responsible	Description of expenditure	B U D G E T (EUR)					
					2013	2014	2015	2016	2017	Total
4.1.1	The Rules of Procedure are drafted for the PDC	January-June 2013	MED BEP	Financing by BEP						-
4.1.2	A plan of work is drafted for the PDC	Every year for the ongoing school year starting from June 2013	MED PDC							-
Sub-total 4.1					-	-	-	-	-	-

<b>Measure 4.2</b>		<b>School teams for professional development are established</b>								
Code	Activity	Implementation period	Responsible	Description of expenditure	B U D G E T (EUR)					
					2013	2014	2015	2016	2017	Total
4.2.1	Terms of Reference are drafted for school teams for professional development	January-March 2013	MED BEP	BEP finances this activity						-
4.2.2	Consultations are organized with schools on functioning of school teams	April-May 2013	MED BEP	BEP finances this activity						-
4.2.3	School professional development teams are established in schools	June - July 2013	Schools							-
4.2.4	Various incentives are applied for school team coordinators	Starting from September 2014	Schools							-

<b>Measure 4.3</b>		<b>An advisory/information campaign on various forms of TPD is organized with teachers</b>								
Code	Activity	Implementation period	Responsible	Description of expenditure	B U D G E T (EUR)					
					2013	2014	2015	2016	2017	Total
4.3.1	The action plan for the campaign is drafted in coordination with MEST	January-April 2013	PDC							-
4.3.2	Promotion and training materials are collected from accredited providers	A continuous task starting from May 2013	PDC							-
4.3.3	Information sessions are organized for educators	A continuous task starting from May 2013	PDC							-
Sub-total 4.3					-	-	-	-	-	-

<b>Measure 4.4</b>		<b>TPD needs are assessed periodically</b>									
Code	Activity	Implementation period	Responsible	Description of expenditure	B U D G E T (EUR)						
					2013	2014	2015	2016	2017	Total	
4.4.1	Instruments developed for assessing TPD needs	March –June 2013	MED PDC	Expertise provided by BEP							-
4.4.2	Questionnaires and other instruments distributed in schools	September – October 2013	PDC								-
4.4.3	Data collected by schools are analysed	November – December 2013	MED PDC	Expertise provided by BEP or KPI							-
4.4.4	Action plans are drafted for organization of TPD	January-March every year	MED PDC								-
Sub-total 4.4					-	-	-	-	-	-	-

<b>Measure 4.5</b>		<b>A mechanism is developed for monitoring of TPD</b>									
Code	Activity	Implementation period	Responsible	Description of expenditure	B U D G E T (EUR)						
					2013	2014	2015	2016	2017	Total	
4.5.1	A group is set up for monitoring of TPD	January-March 2015	MED								-
4.5.2	The TPD Monitoring Framework is designed	March –June 2015	The monitoring group								-
4.5.3	Monitoring of TPD takes place	Starting from September 2015	The monitoring group								-
Sub-total 4.6					-	-	-	-	-	-	-

Measure 4.6		Teachers are trained and prepared for implementation of the new curriculum								
Code	Activity	Implementation period	Responsible	Description of expenditure	B U D G E T (EUR)					
					2013	2014	2015	2016	2017	Total
4.6.1	Information sessions organized on KCF	May – July 2013	MED MEST							-
4.6.2	Specific training is organized for the implementation of the new curriculum	Starting from January 2014	MED PDC	Every year 500 teachers are trained for 4 days x 25 EUR/day (Expenses partly covered by development partners)		50,000	75,000	75,000		200,000
Sub-total 4.7					-	50,000	75,000	75,000	-	200,000
<b>Total Objective 4:</b>					<b>-</b>	<b>50,000</b>	<b>75,000</b>	<b>75,000</b>	<b>-</b>	<b>200,000</b>

**OBJECTIVE 5:**  
***Creating a friendly, healthy and safe environment for all***

Measure 5.1		Create new spaces for primary school students and pre-school children								
Code	Activity	Implementati on period	Responsibl e	Description of expenditure	B U D G E T (EUR)					
					2013	2014	2015	2016	2017	Total
5.1.1	14 new facilities are built for PLSS	Starting from January 2013	MED		3,006,000	2,900,000	1,800,000	1,400,000	1,400,000	10,506,000
5.1.2	Upper secondary school buildings are constructed	Starting from January 2013	MED	Building of the SMS Prenk Jakova building – phase 2	500,000					500,000
5.1.3	Annexes and buildings of PSIs are constructed	Starting from January 2013	MED		800,000	600,000	300,000	300,000	300,000	2,300,000
Sub-total 5.1					4,306,000	3,500,000	2,100,000	1,700,000	1,700,000	13,306,000

<b>Measure 5.2 Regulations are drafted for maintenance and management of school spaces and assets</b>											
Code	Activity	Implementation period	Responsible	Description of expenditure	B U D G E T (EUR)						
					2013	2014	2015	2016	2017	Total	
5.2.1	A working group is set up to draft the Regulation	January-March 2013	MED	Fees for WG experts (3 persons x 500 EUR)	1,500						1,500
5.2.2	Draft regulation is written	April-June 2013	Working Group								-
5.2.3	Organize consultations with school directors and experts	July-October 2013	MED Working Group								-
5.2.4	The final version of the Regulation is drafted	November – December 2013	Working Group								-
Sub-total 5.2					1,500	-	-	-	-	-	1,500

<b>Measure 5.3</b>		<b>Renovate and adapt existing school facilities</b>								
Code	Activity	Implementation period	Responsible	Description of expenditure	B U D G E T (EUR)					
					2013	2014	2015	2016	2017	Total
5.3.1	A plan is drafted for renovation of school premises	January-March 2013	MED							-
5.3.2	Renovation of school premises takes place as planned	Starting from April 2013	MED	Included are also construction of gyms, open air pitches, painting, installation of central heating, work in school yards, building of fences	1,800,000	1,900,000	1,200,000	1,200,000	1,350,000	7,450,000
Sub-total 5.3					1,800,000	1,900,000	1,200,000	1,200,000	1,350,000	7,450,000

<b>Measure 5.4</b>		<b>Schools are provided with quality inventory</b>									
Code	Activity	Implementation period	Responsible	Description of expenditure	B U D G E T (EUR)						
					2013	2014	2015	2016	2017	Total	
5.4.1	Detailed technical specifications are drafted for new school furniture	January-April 2013	MED	Fee for external experts (10 expert/days x 150 EUR)	1,500						1,500
5.4.2	New furniture is procured in line with the specifications	Starting from June 2013	MED		140,000	140,000	140,000	140,000	140,000	140,000	700,000
Sub-total 5.4					141,500	140,000	140,000	140,000	140,000	140,000	701,500

<b>Measure 5.5</b>		<b>Telecommunications infrastructure is installed and internet access is provided in all education institutions</b>									
Code	Activity	Implementation period	Responsible	Description of expenditure	B U D G E T (EUR)						
					2013	2014	2015	2016	2017	Total	
5.5.1	A company is contracted to draft the plan for installation of telecommunication infrastructure in EIs	January-June 2013	MED	Fees for external experts drafting tender specifications (10 expert/days x 150 EUR)	1,500						1,500
5.5.2	A plan is written for installation of telecommunications infrastructure in EIs	July-December 2013	Company	The fee for the company	20,000						20,000
5.5.3	Telecommunications infrastructure is installed in all education institutions	Starting from January 2014	MED	Costs of installation of telecommunications infrastructure in all EIs, including satellite schools (80 EIs x 5,000 EUR per institution)		100,000	150,000	150,000			400,000
5.5.4	Internet access is provided to all EIs	Starting from January 2014	MED	Annual cost for providing internet access for all EIs including satellite schools (500 EUR per institution)		10,000	25,000	40,000	40,000		115,000
Sub-total 5.5					21,500	110,000	175,000	190,000	40,000		536,500

<b>Measure 5.6</b>		<b>All schools are supplied with ICT equipment and with an electronic surveillance system</b>								
Code	Activity	Implementati on period	Respon sible	Description of expenditure	B U D G E T (EUR)					
					2013	2014	2015	2016	2017	Total
5.6.1	One lap-top and a video-projector is provided for eight teachers	starting from January 2013	MED	300 sets (lap-top + projector) x 800 EUR	40,000	40,000	40,000	60,000	60,000	240,000
5.6.2	Install electronic surveillance and security systems in all EIs	starting from January 2014	MED	80 objects x 5,000 EUR/object		100,000	100,000	100,000	100,000	400,000
Sub-total 5.6					40,000	140,000	140,000	160,000	160,000	640,000

<b>Measure 5.7</b>		<b>Paths and sanitary units are constructed in school facilities for persons with physical impairments</b>									
Code	Activity	Implementati on period	Responsi ble	Description of expenditure	B U D G E T (EUR)						
					2013	2014	2015	2016	2017	Total	
5.7.1	A plan is developed for constructing paths and sanitary units for persons with physical impairments in all schools	March – December 2013	MED	Costs for engaging a company for developing the plan and for drafting technical specifications	12,000						12,000
5.7.1	Paths are constructed in school facilities	Starting from January 2014	MED	100 paths x 1,500 EUR		30,000	40,000	40,000	40,000		150,000
5.7.1	Sanitary units are constructed for persons with physical impairments	Starting from January 2014	MED	100 sanitary units x 3,000 EUR		60,000	80,000	80,000	80,000		300,000
Sub-total 5.7					12,000	90,000	120,000	120,000	120,000		462,000

<b>Measure 5.8</b>		<b>Create conditions for a safe physical environment for children in schools</b>								
Code	Activity	Implementati on period	Responsible	Description of expenditure	B U D G E T (EUR)					
					2013	2014	2015	2016	2017	Total
5.8.1	A plan is developed for placing traffic signs and road bumps, as well as for installation of lighting in cooperation with Kosovo Police and other authorities	January-June 2013	Municipality							-
5.8.2	Road bumps, traffic signs and street lighting are installed in places where there is need for them	Starting from September 2013	Municipality	Expenses are covered from the municipal infrastructure budget						-
Sub-total 5.8					-	-	-	-	-	-

<b>Measure 5.9</b>		<b>Create conditions for student safety in emergency cases</b>								
Code	Activity	Implementation period	Responsible	Description of expenditure	B U D G E T (EUR)					
					2013	2014	2015	2016	2017	Total
5.9.1	Emergency staircases are mounted in all school facilities	Starting from January 2014	MED	80 school facilities x 5,000 EUR		100,000	150,000	150,000	150,000	550,000
5.9.2	Schools are supplied with fire extinguishers and hydrants	Starting from January 2014	MED	80 school facilities x 3,000 EUR		60,000	60,000	60,000	60,000	240,000
5.9.3	Emergency signs are placed in all schools	Starting from January 2014	PSPR Department	80 facilities x 500 EUR		10,000	15,000	15,000		40,000
5.9.4	Evacuation exercises are organized in schools	Starting from January 2014	PSPR Department							-
Sub-total 5.9					-	170,000	225,000	225,000	210,000	830,000

<b>Measure 5.10</b>		<b>A warm environment is provided for students</b>									
Code	Activity	Implement. period	Responsible	Description of expenditure	B U D G E T (EUR)						
					2013	2014	2015	2016	2017	Total	
5.10.1	Schools are connected to the KEK heating system	Starting from January 2015	Municipality	This project is financed by the municipality and does require additional expenses							-
Sub-total 5.10					-	-	-	-	-	-	-
				<b>Total Objective 5:</b>	<b>6,322,500</b>	<b>6,050,000</b>	<b>4,100,000</b>	<b>3,735,000</b>	<b>3,720,000</b>	<b>23,927,500</b>	

## 5. Implementation and monitoring of the plan

This Education Development Plan has been approved by the Municipal Assembly of Pristina and as such it is the key document for the development of pre-university education for the 2013-2017 period. Operational responsibility for the implementation of the Plan belongs to the Municipal Education Department, which can delegate part of tasks to education institutions in the municipality and to coordinate action with other sectors in the Municipal administration. On the other hand, Municipal Assembly will oversee implementation of the Plan by reviewing MED reports on Plan implementation at least once in six months.

Monitoring of the implementation of the Education Development Plan is an integral part of its daily management. Monitoring provides information which can help the MED to identify and solve problems and to analyse progress. The implementation Plan presented in Chapter 4 provides a basis for monitoring. For adequate monitoring to take place MED will need to develop a detailed Monitoring Plan that would focus on the following aspects:

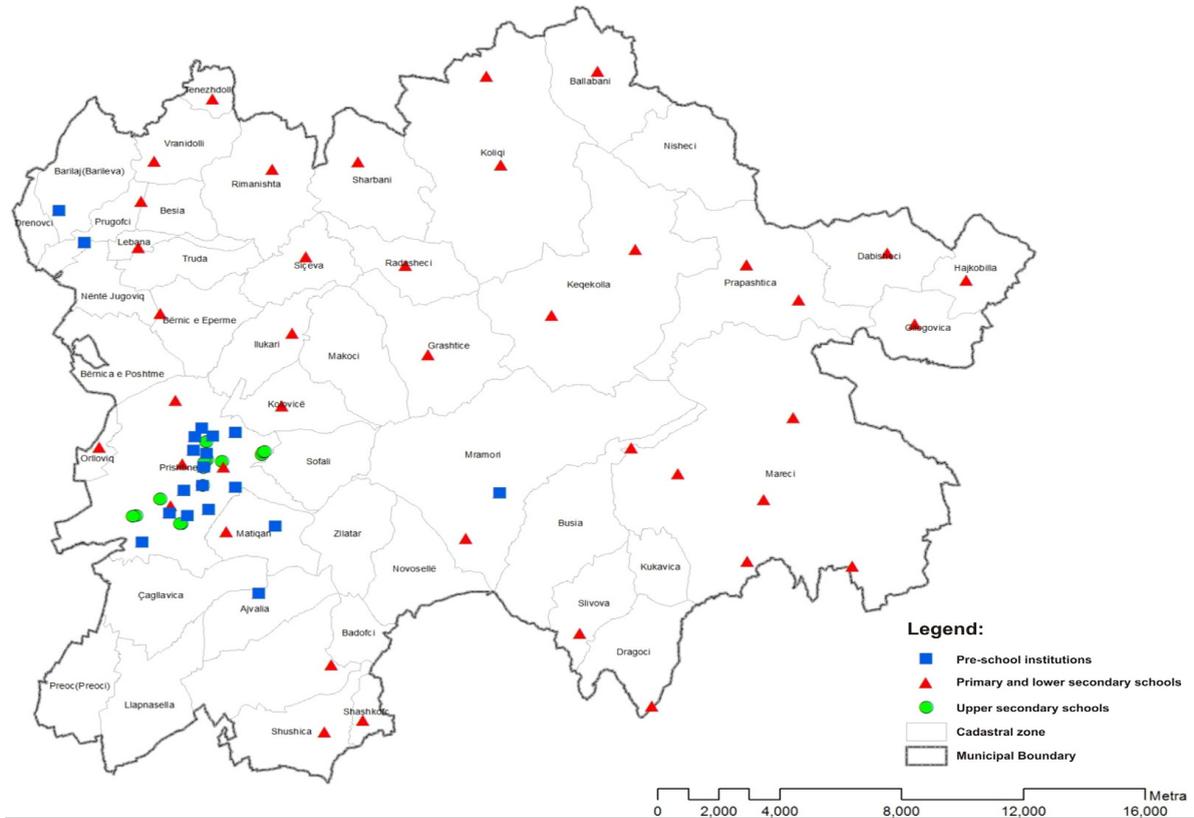
- What activities are being implemented and what progress has been made (for example, every three months)?
- To what extent have the planned resources been utilized compared to the progress achieved in implementation (for example in intervals of six month)?
- How are the set objectives being achieved – efficiency (for example in intervals of six month)?
- How much do objectives contribute to the accomplishment of the defined strategic vision – effectiveness (for example annual analysis)?

Monitoring ensures the needed information for steering and decision-making during the implementation of the Plan. Monitoring consists of the following steps:

Step	Content
1. Collection of data (facts, observations and measurements) and their documentation	<ul style="list-style-type: none"><li>• Indicators of strategic objectives</li><li>• Quality of implementation of activities and adequate use of resources (performance)</li><li>• External factors affecting implementation of the Plan</li><li>• Influence of the Plan in the development of the municipality</li><li>• Cooperation with partners and target groups</li></ul>

<p>2. Analysis and drawing conclusions (interpretation)</p>	<ul style="list-style-type: none"> <li>• Comparison of the planned and actual achievements (planned and unforeseen) and identification of deviation (review) and conclusions</li> <li>• Changes in the environment and implications for the Plan; drawing conclusions</li> <li>• Comparison of planned and actual mechanisms for implementation and cooperation with target groups;</li> <li>• Identification of deviation and conclusions</li> </ul>
<p>3. Recommendations (evaluation) and implementation of remedial activities</p>	<ul style="list-style-type: none"> <li>• Modification of the schedule of activities and resources</li> <li>• Modification of objectives</li> <li>• Modification of procedures and cooperation mechanisms</li> </ul>

# ANNEX 1: Map of education institutions in the Municipality of Pristina



## **ANNEX 2: Participants in the planning process**

1. Abdullah Bërvenik, Municipality of Pristina
2. Ajet Brajshori, PLSS “Hilmi Rakovica”
3. Anders Lonnqvist, EU Education SWAp
4. Arben Shala, EU Education SWAp
5. Arbene Aliu, MED
6. Arguriana Kastrati, PSI “Dielli”
7. Azem Azemi, MEST
8. Azem Jaha, “Xhevdet Doda” gymnasium
9. Behxhet Çitaku, Handicap Kosova
10. Besa Zagragja, MEST
11. Dukagjin Pupovci , EU Education SWAp
12. Fahrije Latifi Retkoceri, PLSS “Green School”
13. Flamur Shala, Municipalitye Prishtinës
14. Ganimete Nitaj, MED
15. Gëzim Abazi, Handicap Kosova
16. Hajrije Shaipi, USS “Gjin Gazulli”
17. Hajrush Emini, MED
18. Halim Halimi, MED
19. Hatmane Demiri, PLSS “Xhavit Ahmeti”
20. Igballe Potera, Special School “Përparimi”
21. Jahë Sahiti, USS “Hoxhë Kadri Prishtina”
22. Jasmina Omeragić, MED
23. Mentor Dragusha , MED
24. Milaim Berisha, PLSS “Hasan Prishtina”
25. Muhamed Adbyli, MED
26. Nebahat Bejtullahu, MED
27. Neshat Shaqiri, GIZ
28. Osman Beka, Gjimnazi “Sami Frashëri”
29. Osman Vitia, PLSS “Elena Gjika”
30. Sadifete Lumi, PSI “Ardhmëria”
31. Sevdije Abazi, MED
32. Slavica Stolic, Municipality of Pristina
33. Suna Buçinca, MED
34. Sylejman Bucaj, PLSS “Pavarësia”
35. Sylejman Kastrati, USS “Gjin Gazulli”

36. Valbona Hadri, PLSS "Emin Duraku"
37. Valbona Kastrati, PLSS "Meto Bajraktari"
38. Valbona Shujaku, Municipality of Pristina
39. Valmira Haxhaj, BEP
40. Vesel Hoxha, GIZ
41. Veton Sylhasi, KEC/BEP
42. Vjollca Dibra Ibrahim, Municipality of Pristina
43. Xhevat Hajdari, MED
44. Zeqir Meta, MED
45. Zijadin Gashi, Association of Veterans of Education



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