

**MUNICIPALITY
OF GJAKOVA**

EDUCATION DEVELOPMENT PLAN 2017-2021



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OF THE MUNICIPALITY OF
GJAKOVA 2017-2021**

Gjakova, July 2017

Municipality of Gjakova

Education Development Plan of the Municipality of Gjakova 2017-2021

This plan was approved by the Municipal Assembly of Gjakova in the session held on 28 July 2017.



REPUBLIKA E KOSOVËS/ REPUBLIKA KOSOVO/ REPUBLIC OF KOSOVO

KOMUNA E GJAKOVËS

OPŠTINA DJAKOVICA/ MUNICIPALITY OF GJAKOVA



Kuvendi i Komunës
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Kuvendi i Komunës së Gjakovës, në bazë të nenit 12 dhe 17 shkronja h) të Ligjit për Vetëqeverisjen Lokale nr. 03/L-040, nenin 14 shkronja h), në mbledhjen e mbajtur me datë 28.07.2017 pas diskutimit lidhur me pikën e 5 të rendit të ditës: Shqyrtimi i Draft Planit Zhvillimor të Arsimit për Komunën e Gjakovës 2017-2021, e miratoi këtë:

V E N D I M

Për

Planin Zhvillimor të Arsimit për Komunën e Gjakovës 2017-2021 .

1. Aprovohet Plani Zhvillimor i Arsimit për Komunën e Gjakovës 2017-2021 .
2. Pjesë përbërëse e këtij vendimi është dokumenti i Planit Zhvillimor të Arsimit për Komunën e Gjakovës 2017-2021 .
3. Ky vendim hyn në fuqi 15 ditë pas regjistrimit në zyrën e protokollit në Ministrinë e Administrimit të Pushtetit Lokal, si dhe publikimit në gjuhë zyrtare në web faqen e Komunës .
4. **Vendimi iu dërgohet:**
 - Nënkryetarit të Komunës z. Armend Vokshi
 - Ministrisë së Administrimit të Pushtetit Lokal
 - Drejtorisë për Arsim të Komunës së Gjakovës .
 - Shërbimit profesional të Kuvendit të Komunës
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Kryesuesi i Kuvendit të Komunës

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List of acronyms

ATTA	Academy of Training and Technical Assistance
AVETAE	Agency of Vocational Education and Training and Adult Education
BEP	Basic Education Program
GDP	Gross Domestic Product
GiZ CDBE	Capacity Development in Basic Education
ICT	Information and Communication Technology
KEC	Kosova Education Centre
KEEN	Kosovo Education and Employment Network
KESP	Kosovo Education Strategic Plan
KFOS	Kosovo Foundation for Open Society
LSS	Lower Secondary School
MED	Municipal Education Department
MEST	Ministry of Education, Science and Technology
NGO	Non-Government Organization
SO	Strategic Objective
SWOT	Analysis of Strengths, Weaknesses, Opportunities and Threats
TPD	Teacher Professional Development
USAID	United States Agency of International Development

Executive Summary

The Education Development Plan of the Municipality of Gjakova 2017-2021 is a product of joint efforts by the Municipal Education Department of Gjakova and the Kosovo Education and Employment Network (KEEN), a strategic coalition lead by the Kosova Education Centre (KEC) and civil society organizations engaged in the fields of education, employment and social policies. This municipal development plan was drafted through a well-structured process with broad participation of all stakeholders. It was built on actual needs for the development of education in the Municipality of Gjakova, and on the Kosovo Education Strategic Plan 2017-2021, as approved by the Government of the Republic of Kosovo.

Education Development Plan of the Municipality of Gjakova focuses on five intervention fields, of which four are thematic and one is sector based: 1) Teaching and learning; 2) Teacher Professional Development; 3) Governance, Leadership, and Management; 4) School environment, and 5) Secondary Vocational Education. A situation analysis was carried out based on these intervention fields using the SWOT approach. Also information and data were collected that served throughout the planning process. Participants agreed on the following vision and mission of the Development Plan.

Vision: Increase well-being and improve living conditions of Gjakova residents by developing human resources, infrastructure and economy, and by improving quality of services for citizens.

Mission: Provide quality education for all residents in order to facilitate further education and to increase competitiveness in the labour market.

This Education Development Plan contains five strategic objectives, one for each of the intervention fields:

SO1. Significant improvement of the quality of teaching and learning in schools.

SO2. Continuous capacity building for quality teaching.

SO3. Quality governance, leadership, and management in all education institutions in the municipality.

SO4. A convenient school environment for the development of the instruction process and extracurricular activities.

SO5. Improve linkages between vocational education and the labour market.

For each of the strategic objectives a series of measures (a total of twenty) have been identified that lead to their attainment. A risk analysis has also been carried out and presented together with a list of actions that would serve to prevent the risks from standing on the way of implementation of the planned measures.

An Action Plan and Budget have been drafted for the entire period of implementation of this Education Development Plan starting from 2017 and ending with 2021. The amount of funds needed to cover the costs of its implementation, excluding usual operational costs, is € 2,619,922. Part of the expenses for the implementation will be covered from own municipal sources, whereas the rest will be provided by the national budget and by donors.

The document ends with a performance assessment framework, which sets baseline and target indicators to monitor and follow on the achievement of each of the five strategic objectives of this Education Development Plan. The framework is based on the five year implementation plan.

1. Introduction

The idea for the drafting of the Education Development Plan of the Municipality of Gjakova came from the Kosovo Education and Employment Network (KEEN), a strategic coalition lead by the Kosova Education Centre (KEC) consisting of four other civil society organizations engaged in the fields of education, employment, and social policies. The network was established beginning of 2016 with support from the KEEN project, funded by the European Union with the purpose of improving employability of the groups at risk in Kosovo and their inclusion in the process of policy development, decision-making and monitoring of their implementation at the central and local level. The project is run by the KEC, with other partners, APPK, BSFK, ATTA and the Dutch organization SPARK, participating in its implementation.

One of the objectives of the KEEN Network and the project with the same name is to participate in the development of education and employment policies. As part of its activities so far, the KEEN project has supported the drafting process of the Kosovo Education Strategic Plan 2017-2021¹, a document that has already been approved by the Government of the Republic of Kosovo and which outlines the direction of development of the Kosovo education system in the forthcoming five-year period. Following up on activities supporting central authorities and in line with the responsibilities of the municipalities as provided by the Law on Local Governance,² KEEN provided support to seven Kosovo municipalities for drafting local action plans in the field of education, including the Municipality of Gjakova among them.

The planning process was coordinated by the Planning group appointed by the MED in Gjakova and supported by education experts commissioned by the KEEN project. The process was characterised by a broad participation by stakeholders and accompanied by an intensive process of consultations. The process was organized in four main phases:

Phase 1: Analysis of the actual situation

The MED Planning Group identified five fields of interest for the municipal development planning: 1) Teaching and learning; 2) Teacher Professional development; 3) Governance, leadership and Management; 4) School environment; 5) Secondary education. MED provided the relevant data for all three levels of pre-university education in the Municipality of Gjakova. On 25 April 2017 the situation analysis workshop was organized with participation of 20 persons representing the key stakeholders. They expressed their views regarding the actual situation and needs of education in the Municipality of Gjakova. The moderators used the SWOT instrument to facilitate the analysis of the situation.

Phase 2: Setting of strategic objectives and measures of the education development plan

This phase was realized through a two day workshop organized on 11 - 12 May 2017 with participation of the appointed members of the Planning Group. Based on the existing development documents and on an analysis of the actual situation, the vision and mission were set for the further development of education together with objectives and measures to accomplish the same. Progress indicators were set and a risk analysis carried out.

¹ Kosovo Education Strategic Plan 2017-2021, http://masht.rks-gov.net/uploads/2017/02/20161006-psak-2017-2021_1.pdf , July, 2016; Action Plan of the KESP 2017-2021, <http://masht.rks-gov.net/uploads/2017/02/20161006-plani-i-veprimi.pdf>, september 2016.

²Law No. 03/L-040, Article 17, 18, and 19; 20 February 2008.

Phase 3: Action plan and budgeting

On June 2, 2017 a workshop was organized to draft the action plan and budget, in which the opportunities were analysed to allocate the needed budget funds to support implementation of the Plan.

Phase 4: Drafting of the Development Plan document

Based on documents drafted during the process, the Education Development Plan was drafted in the end, with its final draft developed after a thorough review by the MED Planning Group.

2. The background

2.1. Education in the Municipality of Gjakova

The Municipality of Gjakova stretches on 586.91 km² and consists of the urban area and 84 rural residential areas.³ The municipality organizes education in all levels of education present in the Kosovo system of education, from pre-school to higher education. The number of public educational institutions and number of children and students attending education for each level is given in Table 1. Apart from these, a number of private educational institutions are also active at the pre-university level in the Municipality of Gjakova. However, no data were available on these institutions during the planning process.

Table 1. Number of institutions and students by level of education ⁴

Level of Education	Institutions	Total number of children, pupils or enrolled students
Pre-school education (0-5 years)	7 public 4 private	511 in public institutions 159 in private institutions
Pre-primary education (5 years)	35 schools and 1 physical separated parallel	899
Primary and lower secondary education (6-14 years)	42 schools and 9 physical separated parallels	12,913
Upper secondary education (15-17 years)	6 schools and 3 physical separated parallels 1 private school	4,532
Higher education (18+ years)⁵	University "Fehmi Agani"	2,216

Out of 19,014 children and youth attending the process of instruction in pre-university institutions of education in Gjakova, around 8 % belong to Roma, Ashkali, and Egyptian communities. Even though accurate data are missing, in general, it is estimated that their participation in education is lower than their participation in the population. In three schools in the municipality attached classes are in operation which cater for 54 children with disabilities, whereas scores of other children with disabilities attend education integrated in regular classes.

In total, 1170 teachers work in public education institutions in the Municipality of Gjakova, with 46 working in pre-school institutions, 36 in pre-primary classes, 355 in the primary level, 487 in lower secondary level and 246 upper secondary schools of the Municipality. Table 2 presents data on the teacher-student ratio in the Municipality of Gjakova by level of education, as well as a comparison with data for the Republic of Kosovo.

Table 2. Student – teacher ratio in public institutions

Level	Municipality of Gjakova ⁶	Republic of Kosovo ⁷
Pre-school	11.1	9.9
Pre-primary	24.9	22.4
Primary and lower secondary	15.3	15.5
Upper secondary	17.7	15.9

³ http://gjakovaportal.com/Portals/0/Gjakova-Guida-Turistike_opt.pdf

⁴ Data on pre-university education have been made available by the MED Gjakova referring to the academic year 2016/2017

⁵ Kosovo Education Statistics 2015/16, KSA, 2016.

⁶ Data on the number of students and the teaching staff have been made available by the Gjakova MED and refer to 2016/17 school year.

⁷ Annual statistical report with educational indicators 2015/16, MEST, December 2016.

In 2017, the Municipality of Gjakova had EUR 9,775,467 allocated for spending in pre-university education. The budget structure by source of funding and economic category is given in table 3. The table shows that 89.5% of operational spending for education in the Municipality of Gjakova are dedicated to salaries; this proportion is below the national level of spending for salaries (90.4%⁸), but far below the parameters in developed countries. At the same time, the level of operational public spending per student as a GDP percentage is 13.05%,⁹ which is below the national level of – 14.9%.¹⁰

Table 3. Budget for Pre-University Education in 2017¹¹

Source	Wages and Salaries	Goods and Services	Utilities	Subsidies and Transfers	Capital Expenditures	Total
Government Grants	8,529,067	593,000	166,000		100,000	9,388,467
Own-source revenue	12,400	142,000	62,600	40,000	130,000	387,000
Total	8,541,467	735,000	229,000	40,000	230,000	9,775,467

Similar to other municipalities in Kosovo, the Municipality of Gjakova is facing a continuous reduction of student numbers. This is expected to affect the level of funding from the government grant for education, which will in return have an impact in the decrease of the teaching staff. This is shown in Table 4, giving the trends on the number of students in the public sector in the last five years. An exclusion to this trend is noticed in the increased inclusion (by almost 100 %) of the children in pre-school education and a decrease in numbers of children in the pre-primary class by 18.8%. Despite efforts, we could not find a grounded explanation for this discrepancy.

Table 4. Trends of number of pupils during the last five years¹²

Level	2012/13	2013/14	2014/15	2015/16	2016/17
Pre-school	617	323	272	260	511
Pre-primary	667	895	986	1,107	899
Primary and lower secondary	15,504	15,048	14,500	13,629	12,913
Upper secondary	3,137	5,380	4,565	4,288	4,355
Total	19,925	21,646	20,323	19,284	18,678

⁸ Annual statistical report with educational indicators 2015/16, MEST, December 2016.

⁹ From the Mid-Term Expenditure Framework 2018-2020, the estimated GDP is EUR 6,380 mil., whereas the number of inhabitants of Kosovo is 1,780,021; this means that the per capita GDP is EUR 3,914. At the same time, the budget for operational costs (capital investment excluded) for the pre-university education in the Municipality of Gjakova for 2017 is EUR 9,545,457, whereas the number of children in the public system is – 18,678.

¹⁰ Annual statistical report with educational indicators 2015/16, MEST, December 2016.

¹¹ Law No. 05/L-125 on the Budget of the Republic of Kosovo for 2017.

¹² Statistikat e arsimit 2012/13 – 2015/16, MASHT dhe të dhënat nga DKA-Gjakovë për vitin shkollor 2016/17.

2.2. Situation analysis

The situation analysis is based on the data provided by the Municipal Education Department of the Municipality of Gjakova, as well as on a consultation process consisting of three meetings held on 28 March in Pristina and 14 and 25 April 2017 in Gjakova. All three meetings were characterised by broad participation and open discussions, which resulted in a comprehensive analysis of the situation. The Planning Group agreed to focus its intervention in five fields, four of which were thematic and one on sector field:

1. Teaching and learning
2. Teacher professional development
3. Governance, leadership and management
4. School environment
5. Vocational secondary education

The list of intervention fields is similar, but also different from those of the KESP 2017-2021. Thus, this first field (“Teaching and learning”) is focused on challenges facing the implementation of the new Kosovo curriculum and in providing teaching and learning resources for the process of instruction and for the implementation of the curricula in schools. This field is also linked to the quality assurance in education. This field of the KESP 2017-2021 addresses also development of new school textbooks, whereas quality assurance is addressed by a separate intervention field.

The second field, (“Teacher Professional Development”) is focused in a very important aspect of the quality of education and is closely linked to the first field.

“Management and governance” deals with the improvement of leadership in education institutions, with increasing transparency and accountability and with other organizational aspects of education in the Municipality of Gjakova.

The fourth field (“School environment”), on the other side, has to do with the school infrastructure. This dimension is included in the field of management in the KESP 2017-2021. This field includes also capital investments, excluding teaching and learning resources.

The fifth field (“Secondary vocational education”) is the only field with a sector approach, and is seen of importance for the entire development of the Municipality of Gjakova.

One field of KESP (“Participation and inclusion”) has not been set as a separate intervention field of intervention at the municipal level. Municipality of Gjakova is in the process of drafting its local action plan for inclusion of Roma, Ashkali, and Egyptian communities, which will address also inclusion of their participation in education, in line with the national strategy for inclusion of these communities. The only level of education which suffers from a low level of participation is pre-school education. Even here, data from the Municipality of Gjakova indicate a higher level of inclusion than other municipalities in Kosovo. The analyses have shown that lack of infrastructure is the main reason for the low level of inclusion in pre-school education; therefore, an important aspect of inclusion is addressed within the fourth field (“School environment”).

After having agreed on the content of these fields, a SWOT analysis was carried out for each of the fields by identifying the present strengths and weaknesses, as well as opportunities and threats that may appear in the future.

2.2.1. Teaching and learning

In 2011, MEST approved the new competence based national curricula, which is being piloted in more than 100 schools of Kosovo (four of these are from the Municipality of Gjakova). The piloting has pointed to various difficulties of the implementation of the new curriculum, starting from *inadequate teacher training to lack of school textbooks and adequate teaching and learning resources*.

A particular challenge facing schools in the Gjakova Municipality is the *lack of teaching and learning resources, in particular of information and communication technology (ICT)*. Of 42 schools who provided data, only 24 have labs of information technology. This however, does not imply that teaching is organized by utilization of ICT, since these labs are mainly used to teach specialised courses. Three schools organize eLearning as a result of support from a project who have provided these schools with three SMART television sets and with access to an electronic platform offering learning materials in Albanian language.¹³ Only seven primary and lower secondary schools and the “Hajdar Dushi” gymnasium have science labs.¹⁴

Piloting of the new curricula has had a positive impact *in making professional departments fully operational and in setting up similar mechanisms at the municipal level* with a purpose to establish and facilitate cooperation between schools. As a result the school culture has changed moving more towards team work instead of individualised approaches, and affecting a *substantial change in the lesson planning and its implementation in classes*. Another advantage of the Municipality of Gjakova is the fact that *the teaching staff is fully qualified* (which will be discussed in more detail in item 2.2.2.)

The implementation of the new curricula, are faced with at least three challenges in schools of Gjakova. Firstly, there is *lack of adequate planning and insufficient support for planning*. Until June 2017 there has not been a formal decision to roll out implementation of the new curricula to all schools in Kosovo. Authorities are planning to start roll out from September 2017 and have been organizing training of teachers for this purpose. Secondly, implementation of a competence based curriculum *is challenging for most of the teachers*, since it implies a completely new approach to teaching and learning. And, thirdly, there are *difficulties with providing and maintaining ICT equipment*, mainly for financial and organizational reasons.

Another aspect addressed within this field is the issue of **quality assurance**, which is addressed by an entire separate field in the KESP. The national strategy on quality assurance is based on a division of responsibilities between three levels: education inspectorate,

Main challenges:

- Inadequate education and training of school directors and teachers for implementation of the new curriculum.
- Lack of adequate planning and support for implementation of the new curriculum.
- Lack of teaching and learning resources and laboratories/workshops.
- Difficulties in ensuring, replenishing and maintaining ICT equipment.
- Limited access to eLearning resources.
- Lack of quality assurance experience at the school and municipality level.
- Limited capacity of the education inspectorate to support the quality assurance process.

municipality and schools. The idea is for the inspection to carry out periodic inspection of schools according to the new Law on Inspection, waiting to be approved by the Parliament. On the other hand, schools will appoint coordinators responsible for quality, whereas the municipality, through its respective department, provides support to coordinators. *The Mid-Term Expenditure Framework foresees open 430 working positions for school quality coordinators for entire Kosovo*, which is seen as an important factor contributing to installing a quality culture in schools. However, *lack of relevant experience for exercising the role of quality coordinator*, as well as the *relatively small number of inspectors* are seen as potential risks for the process of quality assurance.

2.2.2. Teacher professional development

As shown in Table 5, primary and secondary schools in the Municipality of Gjakova employ 1,088 teachers with around 97% of them with adequate qualifications. Besides, teachers have also attended a significant number of training programmes, whereas 56% of them have attended more than five training programmes.

Table 5. Teachers in the Municipality of Gjakova

Based on levels	Total number of teachers			Qualifications and experience				Followed trainings			
				Qualified		Unqualified		1-2	3-5	Above 5 trainings	No training
	M	F	T	Nr	%	Nr	%				
1-5	93	262	355	348	98.03	7	1.97	27	83	245	0
6-9	238	249	487	475	97.54	12	2.46	49	118	294	26
10-12	99	147	246	232	94.31	14	5.69	47	83	72	44
Total	430	658	1,088	1,055	96.97	33	3.03	123	284	611	70

This table shows that there is solid capacity for quality teaching among the teaching staff in the municipality and the opportunity for further development and improvements in the field. It also shows that most of the teachers expressed *readiness for continued professional development*. On the other hand, Municipality of Gjakova owns *the needed infrastructure and human resources to organize training* of teachers, in line with their needs and requirements for quality teaching.

Despite the fact that schools in the Municipality of Gjakova have benefited from professional development programs, such as Basic Education Program (BEP), *the professional skills gained in such training are not being applied in schools*. More so, *there are currently no analyses of needs for professional development available*, which would provide a clearer direction on the types of training required and, at the same time, would allow for *drafting of professional development plans at the municipal and school level*. Lack of organization of school based training, in

Main challenges:

- Lack of training needs analyses.
- Inability to organize school based professional development.
- Insufficient utilization of infrastructure and human capacity for professional development.
- Lack of funds for professional development.
- Lack of incentives for quality teaching.
- Limited exchange of experience between teachers.

¹³ The Project “School Me”, implemented by the Kosova Education Center (KEC), supported by the Kosovo Foundation of Open Society (KFOS) in three schools: “Zekeria Rexha”, “Kelmend Rizvanolli” and “Mazllum Këpuska”.

¹⁴ Not included here are the four vocational schools discussed in Item 2.2.5.

general limits number of opportunities for exchange of experience between teachers, which is a very important tool for adult learning and development. There is also *lack of incentives for quality teaching*, which would motivate teachers to commit more to their own professional development.

Kosovo has already in place a full legal framework regulating professional teacher development, which connects professional development with the process of teacher licensing. Even though this framework does not solve the issue of financing of professional development, there is still significant readiness on the part of donors to support the process, whereas, in the case of the Municipality of Gjakova, there is opportunity to use local capacity for teacher professional development.

In the long term, financing of professional development will remain a grave issue. The Law on Education in the Municipalities of the Republic of Kosovo makes municipalities responsible to provide for teacher professional development; however, in practice, *municipalities do not have any budget allocated for this purpose, or mechanisms for effective implementation of such a budget*. On the other hand, *a significant number of junior teachers lack the relevant practical skills from university studies*, which necessitates in-service training programs and increases the cost of training. Inability of the municipality to provide professional development opportunities may result in *loss of jobs due to inability of teachers to meet the formal teacher licensing requirements*. On the other hand, there is always a risk to recycle and replicate the same training so that teachers meet the formal licensing criteria, resulting thus in an unwanted uniformity of the process of instruction. It is also necessary for *the knowledge and skills obtained in training to be applied in the process of instruction*, and thus to positively affect improvement of the quality of education.

2.2.3. Governance, leadership and management

In general, *management staff of educational institutions in the Municipality of Gjakova have benefited from accredited training programs* in the field of educational leadership. Besides, the Municipal Education Department carries out performance assessment of school directors and deputy directors based on regulations of the Civil Service of Kosovo. The process of staff recruitment in the municipality of Gjakova is characterised by a high level of transparency, which results in increased responsibility and accountability. Managers of educational institutions regularly report on developments in their institutions, which positively affects institutional coordination and addressing of issues and difficulties at the level of MED.

Routine functioning of the school governing councils is considered as one of the weaknesses of school governance in the municipality of Gjakova; this is similar to most of the schools in the Republic of Kosovo. More so, *there are schools in which school councils dare not at all functional*, which goes counter to the principles of good governance, transparency and accountability. At the same time, there are *limited opportunities to participate in institutional leadership trainings*, which reduces odds for applying for leadership positions in schools. *There is insufficient number of MED staff to effectively monitor a significant number of educational institution that is negatively reflected*

Main challenges:

- Routine or no functioning of school councils.
- Lack of competition for management positions in education institutions.
- Understaffed MED.
- Lack of mid-management in schools.
- Insufficient coordination for standardization of documentation and management procedures.
- Possible politicization of leading positions in education.

in their performance. So far, MED has not come up with a unified system of forms and templates to use by schools, which would improve efficiency of school management. On the other side, *there is a low level of utilization of ICT for the purpose of school management*.

There is increased interest among the community, businesses and NGO-s for cooperation with educational institutions; this readiness should be used by the latter to improve working conditions and provision of instruction in schools. Nowadays, educational institutions need to better promote their work, both for the purpose of increasing transparency and accountability and to improve cooperation with the community, businesses and NGO-s. For this purpose, *institutions can make use of social networks and advantages offered by ICT*.

The potential politicization of appointments may present a permanent threat to the quality of leadership and management of educational institutions and, therefore, it is important to establish a credible system for selection and appointment of school directors and deputy-directors, as well as to make the school councils fully functional.

2.2.4. School environment

Despite the fact that most schools in urban areas operate in two shifts, it may be stated that *there is a satisfactory school infrastructure available* for the process of instruction. In the recent years, there have been significant investments in constructing new facilities, renovating existing ones, and in constructing and improving auxiliary facilities: school yards, fences, sport grounds, gyms, and so on. It is estimated that *the current school infrastructure meets the needs of 90% of the students attending instruction, and that problems are not expected in the field of infrastructure in the foreseeable future*, in particular having in mind the fact that there is a reduced number of students every year.

Main challenges:

- School facilities do not offer sufficient security and safety to students. Missing cameras, emergency exits, fire extinguishers, and so on.
- Lack of sports grounds and gyms.
- A large number of school operating combined classes and classes with small number of students.
- Limited funds for improvement of school infrastructure.
- Poor maintenance of school infrastructure.

However, *school infrastructure is far from meeting the required standards for school buildings* and there are needs for additional improvements in it, in particular in creating a safe environment within the facilities. Besides, there is the problem of *inadequate maintenance of school premises*, which is reflected in the lack of hygiene standards and of other forms of maintenance. A special challenge for the Municipality of Gjakova is also *the existence of a large number of satellite schools in which combined classes are operated*. Based on data made available by MED, during 2016/17 there have been 14 schools with less than ten students in grade one, with four cases when there are not more than 3 students in one class. This apparently negatively affects the process of instruction and student performance, but so far the municipality has not been able to strike an accord with the community on the need to close down such schools; the reason for opposing the initiative appears to be the fear of loss of jobs by the teachers employed in these schools.

There is a decreasing interest and readiness of donors to support infrastructure projects, at a time when no alternative has not been identified yet on ways to enhance the school environment, in particular the classrooms.

2.2.5. Secondary vocational education

In the Municipality of Gjakova there are currently operating two gymnasias and four secondary vocational schools in the public sector. A list of streams and profiles in the secondary education is given in Table 6. Apart from these, there is the Centre for Vocational Education and Counselling “Gjon Nikollë Kazazi”, operating as a private institution with three vocational profiles: Economy, technical school, and Agriculture (dairy products).

The number of students in vocational education presents around 58% of the overall number of students in this level of education. This shows that the municipality of Gjakova has not followed the negative trend of the decreasing number of students in vocational education present elsewhere in Kosovo. Whereas in 2006/07 participation of students in vocational schools was 58% of the total number in secondary education, in 2016/17 there were only 48% at the national level. However, even though considered as vocational profiles, a large number of students continue attending instruction in the fields of economy, law and medicine, which do *not offer a clear employment perspective*. At the same time, *there has been a relatively low interest to enrol technical and production profiles in vocational schools*. Whereas the low interest *threatens closure of some profiles which are in demand by the labour market*, there is clear hesitation among authorities to review registration quota in overcrowded profiles *in efforts to avoid making teachers redundant*. With exception of few streams, secondary vocational schools are seen *as a second option for students who have not been successful to enrol in gymnasias*. On the other side, vocational schools show *serious shortcomings in creating conditions for genuine practical work in schools, for organizing internships and professional practice in businesses*. The main obstacle to practical work is *the lack of workshops and laboratories*, whereas in the case of internships and work placements obstacles are related to *the lack of readiness and capacity of businesses to take students*.

Vocational schools in Gjakova *do not have a career counselling and guidance system in place*, whereas schools are faced with another challenge in that *they do not have the autonomy to sell their products and services and to manage own income in order to improve working conditions and to organize practical work and internships*. Despite difficulties, *a number of vocational schools have managed to be licensed by MEST to organize informal education*, as well as to *establish cooperation with businesses and other institutions for the purpose of carrying out internships*.

Main challenges

- Students are interested for profiles that do not provide employment
- Risk of closing down some profiles that are in demand by the labour market
- Vocational education is seen as a second choice
- Lack of career guidance and counselling
- Lack of conditions for practical work and professional practice professionale

Economic high school “Kadri Kusari”	• Pediatrics	889
	• Mid-wife	
	Physiatry technician	
	Lab technician	
	Economy	
Technical high school “Nexhmedin Nixha”	Law	544
	Hotel industry	
	Food technician	
	Veterinary	
	Agriculture	
	Construction	
	Textile / Tailoring	
	Visual design	
Electrotechnician		
Mechanics		

Table 6. Public vocational schools in the Municipality of Gjakova

School	Profiles	Number of students
School of music “Prenk Jakova”		45
Medical high school “Hysni Zajmi”	General medicine Dentistry technician Pharmacy technician Nurse assistant • General	1,053

3. Strategic approach

3.1. Vision and mission

Our vision is an image of the situation as we would like to see in the living milieu, in this case in the Municipality of Gjakova. As such, the vision does not only refer to the system of education, but also to a desired situation that is affected by the system of education. The “Strategy for Local Socio-Economic Development 2016-2020” served as a starting point to formulate the vision for the development of education in Gjakova. This is draft document developed by the Municipality of Gjakova outlining key directions for the overall development of the municipality in all sectors. In fact this Strategy serves as a framework document for the sector strategies (such as education development strategy), and its mission is seen as the basis for the mission of each sector strategy. This was the key principle on which to set the vision of the Education Development Plan for the Municipality of Gjakova 2017-2021.

Vision: Improve wellbeing and improve living conditions of the residents of Gjakova, by developing human resources, developing infrastructure and economy, and by improving the quality of services for the population.

Development of human resources is the key for increased wellbeing and improved living conditions, whereas education is the key to development of human resources. For this reason, the Municipality of Gjakova commits to develop the system of education and thus to contribute to the achievement of its vision. The commitments are reflected best in the mission statement of the Education Development Plan.

Mission: Provision of quality education for all citizens that creates conditions for successful continuation of schooling and competitiveness in the labour market.

The Municipality is responsible for providing pre-university education, whereas training of individuals to be competitive in the labour market, most often, refers to higher education. Nevertheless, good education and training at the pre-university level is a pre-requisite for good performance in university studies, whereas labour market competitiveness can be built starting with secondary vocational schools.

The mission statement – “providing quality education for all citizens” includes both components: quality and inclusion. Therefore, the Municipality commits to ensuring quality in education to the extent this depends from the municipality based on its responsibilities and capacity. At the same time, responsibility for inclusion belongs almost exclusively to the Municipality, notwithstanding the fact that a very important factor as capital investments in infrastructure are out of the municipal control.

3.2. Strategic objectives and measures

The Education Development Plan 2017-2021 has five main strategic objectives, one for each intervention field, as has been presented in the table below.

Field	Strategic Objective
1. Teaching and learning	SO1. Significant improvement of quality of teaching and learning in schools.
2. Teacher professional development	SO2. Continuous capacity building for quality teaching
3. Governance, leadership and management	SO3. Quality governance, leadership and management in all educational institutions in the municipality
4. School environment	SO4. Adequate school environment for the development of the process of instruction and extracurricular activities
5. Secondary vocational education	SO5. Ensuring better linkages between vocational education and the labour market

Therefore, strategic objectives are built on the situation analysis presented in Chapter 2 of this document. On the other hand, they are in line with the strategic objectives of the KESP 2017-2021:

- SO1 is in line with the strategic objective 5 of the KESP – “Enhancing learning through quality teaching, by implementing competence based curricula and by using high quality learning resources.” This objective also includes aspects of the strategic objective 3 of the KESP – “Development of a functioning system of quality assurance, in line with applicable international standards.”
- SO2 is directly related to the strategic objective 4 of the KESP – “Improving quality of teaching thorough a sustainable system of pre-service teacher education and in-service professional development.”
- SO3 has to do with the management of the system of education and is related to the strategic objective 2 of the KESP – “Quality and efficient management of the education system, based on transparency and accountability.”
- SO4 of this Development Plan that addresses the school environment is also related to strategic objective 2 of the KESP.
- And finally, SO5 focuses on developing vocational education and relates to strategic objective 6 of the KESP – “Harmonization of vocational education and training with the labour market needs and wider and setting up of an open system for education of adult persons.”

Besides, there is an organic interrelatedness between the strategic objectives of this Plan. Thus, governance, leadership and management (SO3) are pre-requisites for achieving strategic objectives SO1, SO2 and SO4, whereas similar links can be ascertained also for other objectives.

Each strategic objective is further broken down into concrete measures, which present the needed activities for accomplishing the objectives. There are in total 20 different measures that are described further in the document.

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TEACHING AND LEARNING



3.2.1. Teaching and learning

Strategic Objective 1. Significant improvement of quality of teaching and learning in schools.

Quality of teaching and learning depend on a range of factors, starting from curricula and schools textbooks, through teacher education and training to ensuring adequate equipment for quality teaching and learning. In the case of the Municipality of Gjakova the emphasis is on preparations for implementation of the new competence based curricula as well as on peer learning through “communities of collaborative learning.” Importance is also attached to supplying schools with information and communication technology, as well as with learning materials. This objective also addresses tasks of the municipality in the field of quality assurance that are inferred from the national legislation and strategic plans.

Measures

1.1. Building of capacity for implementation of the new curricula

Implementation of the competence based curriculum requires improved organization at the level of municipality and of each individual school. The idea is to appoint a curriculum coordinator in each school where new curricula will be implemented, and to empower professional departments, which need to take on the responsibility for implementation of the new curricula. For this purpose, former subject based professional departments need to be reorganized by curricular fields and to jointly design work plans that will allow for regular communication at the department level, as well as improved communication between teachers of the same department.

On the other hand, the group of experts needs to be made functional at the level of municipality consisting of experts in various curricular areas. The role of this group of experts is to work with the municipal curriculum coordinator in order to provide support to schools for the implementation of the new curriculum, as well as to facilitate communication and cooperation between departments from various schools.

Building of capacity also implies training of teachers and of school principals on various aspects of implementation of the new curriculum (which are addressed within the SO 2).

1.2. Strengthening the model of “collaborative learning communities”

By “collaborative learning community” we understand active inclusion members of one or more schools in joint activities, during which all participants obtain new knowledge and experience and commit to taking responsibilities to contribute to their school aiming to improve and enhance school performance in key aspects of quality assurance. Collaborative learning communities, in the Kosovo context consist of one mentor school and three or four other cooperating schools. These schools make the community of collaborative learning that are expected to operate together for a period of two to three years. The focus of collaboration is built on give and take of experiences and good practices. Mentor schools are willing to share their experiences and ideas aiming to exchange them with other schools in order to avail them to partner schools, test and further develop the same.

In the municipality of Gjakova the model of collaborative learning communities is already functioning. Currently there are six such communities active with 28 member schools included.

The idea of this Plan is to encourage setting up and making operational more such communities, building of positive models already present and working to include as many

schools as possible. For this purpose, an action plan will be developed for activities of “collaborative learning communities” with the Municipality providing support to schools involved in such groups. Besides, there are plans to organize training on drafting activity plans for “collaborative learning communities”.

1.3. Supplying schools with ICT equipment and local networks

All schools in the Municipality of Gjakova need to have wireless local computer networks that will cover most of the learning areas in schools and access to broad-band Internet to allow the use numerous available online resources by teachers and students.

Actually, schools in the Municipality own 604 computers, with an average of 31 students to one computer. It is estimated that during the 2017-2021 period these computers will become obsolete; on the other hand, there is always the need to improve the computer-student ratio. All this means that 800 new computers will need to be purchased within the five-year period.

At the same time, it is important to enhance capacity for demonstration in the classes, which can best be achieved by using SMART TV sets. Currently, 19 of the 500 classes of schools in the Municipality are equipped with such gear. It is foreseen in this plan to equip at least 90 % of the classes with SMART TV-s that can also be used independently from the computer.

Maintenance of technological equipment has always been a challenge for schools in Kosovo, and Municipality of Gjakova does not make an exception in this regard. This issue will be addressed through clubs of young technicians that will operate in every school, following on the model developed by the USAID funded Basic Education Program (BEP).

1.4. Supplying schools with basic means of instruction

Initially, needs of schools need to be identified for teaching and learning resources. For efficiency sake, those resources will be excluded that are too costly and that can be replaced by better utilization of technology, as is the case with school maps. Also, schools will seize every opportunity to share teaching and learning resources whenever possible, in particular those that are used seldom during the school year.

The MED will set up a working group consisting of MED staff and teachers of different profiles, who will guidelines for drafting requests for teaching and learning resources. Each request should contain an explanation for the use of resources. The same group should then review requests coming from schools and recommend to MED the resources that need to be purchased based on the priorities set.

1.5. Establishing and strengthening quality assurance mechanisms at the school and municipality level

The Strategy for Quality Assurance in Pre-University Education 2016-2020 clearly foresees tasks of the schools and of municipality in the field of quality assurance. In this regard, MED of Gjakova will take measures for one quality coordinator to be appointed in every primary and secondary school in the municipality, in line with the MEST Administrative Instruction 24/2016 and to carry out tasks foreseen in this instruction. Teachers should be selected for quality assurance coordinators who have the knowledge and experience in organizing quality assurance systems in schools. An information campaign ought to be organized with schools principals and teachers for this purpose prior to selecting and appointing quality assurance coordinators for schools.

MED will make sure that quality assurance coordinators have had access to training organized by MESRT and other qualified providers. The coordinators should also receive support in carrying out their duties by the quality assurance coordinator at the municipal level, who will be responsible for organizing professional development and networking between school quality coordinators.

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TEACHER PROFESSIONAL DEVELOPMENT



3.2.2. Teacher professional development

Strategic objective 2. Continuous capacity building for quality teaching.

According to the effective legal framework, teacher professional development is a responsibility of the municipalities. At the same time, professional development is one of the key preconditions to ensure quality teaching in schools. The idea is for this process to be permanent and to be based on identified needs. Apart from these, whenever possible it is preferred for the professional development to be carried out in schools and by using internal capacity.

Measure

2.1. Identification of teachers' training needs

MED will set up a working group to carry out an analysis of teacher professional development needs, consisting of MED officers and local experts. The group will draft a methodology for carrying out the training needs analysis and will ask from schools to assess training needs by individual teacher and by school. The results will then be processed at the level of municipality, which will allow drafting teacher professional development plans and allocation of the budget for this purpose. Such analyses will take place at least once in two years.

In a near future, this may result in drafting individual teacher professional development plans, and school plans for professional development that can be implemented by using internal school capacity.

2.2. Organization of school based training and training at the level of municipality

According to the Law on Education in Municipalities of the Republic of Kosovo, teacher professional development is a responsibility of the municipalities and, therefore, Municipality of Gjakova should build capacity to manage this process. To start with, this could be achieved with the appointment of an officer at the MED who will be responsible for professional development; another way to build capacity to manage teacher professional development could be to transfer responsibility for professional development of teachers to the Didactic Centre, provided that it is first transferred from MEST to MED. Nevertheless, more clarity on the issue of responsibilities in the field of professional development would increase effectiveness of the process in the Municipality of Gjakova.

Based on the needs analysis (Measure 2.1), MED Gjakova will draft annual plans for teacher professional development, both by relying on its own funds and on resources provided by central authorities, non-governmental organizations, and donors. Organization of training will be done both by MED and by schools, whereas selection of participants will be done according to the needs analysis. School based professional development efforts will be encouraged together with those developed within the "collaborative learning communities" (Measure 1.2).

2.3. Encouraging monitoring and exchange of experience among colleagues

Exchange of experience between teachers is a valuable process that takes place during meetings within the school, professional departments, and during training events. This kind of exchange of experience needs to be encouraged and used more. At the school level, teachers will be required to monitor each-other's classes to mutually benefit from experiences so gained. This theme will be discussed with the school principals in order to make sure that monitoring is incorporated in the school action plans.

The MED will also draft an annual plan of meetings with teachers from various curricular fields, in which to discuss challenges facing quality teaching. Such meetings will be moderated by the staff of the Didactic Centre in Gjakova and will serve to better understand needs for professional development, as well as to directly exchange experiences between the participants.

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GOVERNANCE, LEADERSHIP AND MANAGEMENT



3.2.3. Governance, leadership and management

Strategic objective 3. Quality governance, leadership and management in all educational institutions in the municipality.

Financial and professional autonomy within the determined competencies is critical in a decentralized education system. Not less important is the development of management capacity both at school and municipal level, and transformation of the school into a learning organization, in which the school principal is accountable and responsible to coordinate the process. It is important for this purpose for the school councils to be fully functional. Professional departments are a sort of school mid-management and, as such, need to be strengthened and empowered.

Measures

3.1. Functionalize and empower school councils

MED will make sure that all school councils are functional in all schools of the Municipality of Gjakova, including by discouraging the application of the legal norm which states that “in case of a non-functioning School Council the school director takes on the role of the Council. In fact, such a norm should only be applied in extraordinary circumstances and not even in cases when there are conditions for a normal functioning of the school councils.

In this regard, MED will appoint members of the schools councils that will represent the municipality, in all those cases when such members have not been appointed or have not been discharging their duties. School councils will also be offered training opportunities, through programs financed by MEST or by donors. At the same time, MED will require regular reports on the organized meetings of the school councils and whenever seen necessary, it will ask for minutes of the meetings.

3.2. Strengthening of professional departments

Professional departments are present in most of the schools in the Municipality, organized by curricular fields or grades. However, in many cases, their functioning is a mere routine with little or no impact on the quality of teaching in schools. Since departments are seen as professional bodies that can promote teacher professional development and to facilitate continuous exchange of experience between them, they should therefore become fully functional and act as mid-management in schools. It is expected that by making professional departments functional, a critical mechanism will be put in place that will assist school management in steering processes of school based quality assurance. The quality coordinator will work closely with professional departments and with the school principal in implementation of the school development plan. Consultation sessions may be organized as part of activities promoting teaching methods and which result in clear articulation of the needs for teaching and learning resources.

3.3. Organization of educational leadership training

In line with the effective legislation, the Municipality holds full responsibility for the selection of the school management. Therefore, current school managers (school principals and deputies) will benefit from training events sponsored by MEST, development partners and the municipality itself. At the same time, MED will encourage participation of teachers in training of this kind with the idea that a number of them will compete for managerial positions in schools in due time.

3.4. Building of a structure for effective management of education within MED

Transfer of competencies from the central to local level, which has been taking place during the last decade requires a functional review of the management structure of MED. One such review could be realized independently of or within another broader review taking place for all departments and offices of the municipal administration. Nevertheless, it is important to understand that persons need to be appointed who will be responsible for several aspects of school functioning, such as: functioning of the school councils, teacher professional development, functioning of the professional departments and so on. This does not mean that there has to be a new work place for each of the identified school functions, but it is necessary to review the distribution of responsibilities and, as needs be, engage in redistribution of the same.

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SCHOOL ENVIRONMENT



3.2.4. School environment

Strategic objective 4. Adequate school environment for the development of the process of instruction and extracurricular activities

In the field of school environment the focus will not be so much on building new school facilities, but in the maintenance of the current ones, as well as in building sports pitches and gyms to be used by students. Besides, measures will be taken to increase security and safety in schools, as well as to bring about a more rational school network in the municipality, by engaging in a planned closure of small schools that do not meet basic pedagogic standards.

Measures

4.1. Analysis of the security situation in schools and taking measures for meeting most pressing needs

Since safety and security of children is a priority for the Municipality of Gjakova will engage in concrete measures to turn schools into safe environments for students. As a first step the situation of security in schools needs to be analysed. For this purpose a team will be established by the municipality, to which representatives will be invited from the emergency department and from the Kosovo Police. This team will carry out a situation analysis of the security aspects in schools and will come up with a list of recommendations.

Next, in line with the security situation analysis, necessary legal measures will be taken, including drafting of emergency plans for each school, supplying schools with fire extinguishers and their regular servicing, installation of lightning rods and emergency staircases and emergency exits, supplying first aid kits, clear signalling of exits and entrances, and so on. Besides, MED and schools will into the possibility of installing security cameras, in particular in secondary schools and in those primary and lower secondary schools with more frequent occurrences of various forms of bullying and violence.

The protocol on violence prevention and response approved by the Government of the Republic of Kosovo needs to be fully implemented. For this purpose, MED will set up prevention and response teams against violence in all schools, by providing them with training and coordination between them.

4.2. Construction of at least ten sports grounds and two gyms for physical education

The first step will be to identify schools that are in need of sports grounds and gyms for physical education and that own the space in which to build them. Next, blueprints will be designed for sports grounds and physical education gyms that will be constructed after funds will be secured for capital investments from the government grant, municipal funds, or donors.

4.3. Review and restructuring of the school network in the municipality

Despite significant improvements in the road infrastructure, there are a number of satellite schools currently operating in the municipality of Gjakova and this is an issue that needs to be addressed for the benefit of children and community. Solution of this problem implies closure of combined classes and satellite schools with a small number of students in all cases when there are conditions for safe transportation of children to a school nearby operating with an optimal number of students.

MED will carry out a detailed analysis of the situation in all main and satellite schools which operate combined classes or where the number of students is under any economic and pedagogic standard. After having identified such schools and circumstances, additional information will be collected in the expected number of children in the next five cohorts of

children, as well as on the staff working in those small or satellite schools. With these information available, debates could be initiated with interest groups, including community, to discuss the best solutions to the issue.

In principle, the Municipality needs to cover all expenses for transferring students to the nearest schools, and, whenever opportunities allow, should also take care that teachers go through an organized process of migration to other schools.

4.4. Drafting of a plan for technical maintenance of schools

In the first two years of implementation of this Plan, an analysis will be carried out of the technical state of all school facilities in the municipality. For this purpose a working group will be established consisting of municipal officers and the MEST officials of the infrastructure department who possess accurate and consolidated data about the school infrastructure in Kosovo.

Based on data thus collected, a technical maintenance plan will be designed for all schools, which will serve as a basis to set the priorities for funding of requests and for various infrastructure interventions.

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SECONDARY VOCATIONAL EDUCATION



3.2.5. Secondary vocational education

Strategic objective 5. Ensuring better linkages between vocational education and the labour market

The purpose of vocational education is to endow students with competencies and skills needed to become more competitive and to find a clear position in the labour market. The quality of vocational education and alignment of the education system provision with the market demands significantly affect the professional development of individuals, their social welfare, and the economic growth of a country, namely through increased self-employment and employability.

It is important to increase awareness of the parents, community and society regarding the importance of career guidance and counselling of young people in their professional careers. Students who are not interested to attend academic studies should have the right support by parents and teachers for education and training in vocational schools.

Measures

5.1. Promotion of opportunities for enrolment in profiles of vocational education

MED will ask vocational schools to draft plans for promotion of profiles they offer. These plans will include:

- Days of “open doors” during which senior students from lower secondary schools are able to visit vocational schools to get better informed with the career and schooling opportunities offered by these schools;
- Improve web-pages of vocational schools, as well as their web pages in social media, in order to provide clearer, better and timely information to the potential clients;
- Development and distribution of information materials such as various leaflets, brochures, and so on.
- Other activities serving the purpose of promotion of opportunities for enrolment in a chosen profile in vocational schools.

Such plans should be drafted every year and their implementation reported regularly to MED.

5.2. Review of current profiles and registration quota in vocational education

It is evident that the largest number of students in vocational schools are attending schooling in profiles which offer limited employment opportunities. On the other hand, it is not easy for the Municipality of Gjakova to undertake a research of the labour market needs and trends specific only to the Municipality of Gjakova. Therefore, aiming at more informed decisions regarding profiles and registration quota for vocational education and training MED Gjakova will make use of existing labour market analyses and consultations with employer organizations, MEST and the Agency for Vocational Education and Training and Adult Education.

Based on consultation, MED will develop a plan about the structure of profiles in the that will be offered in secondary vocational education schools in Gjakova and will set registration quota for each profile. Promotion of the new profiles will be done by the MED and by vocational school as described in Measure 5.1. IT needs to be kept in mind that all these activities will result in demands for new teaching profiles and in making a number of teachers redundant, in particular those of closed profiles.

5.3. Organization of career guidance and counselling in schools

Lower secondary schools will be asked to offer career guidance and counselling as an elective course to their students, so that they make a more informed decision about their enrolment in upper secondary schools, always based on their interests and inclinations. Future teachers of this course will receive adequate training prior to implementation of such courses.

5.4. Building relations with the business community for the purpose of organizing professional practice

Municipal education staff will establish contacts with business organizations operating in the Gjakova Region with the purpose of organizing placement of students for professional practice in those businesses. To this end, MED needs to identify businesses and to assess their capacity to take students for professional practice in relevant profiles. Memoranda of Understanding will be signed with businesses willing to engage in such cooperation.

Vocational schools will be responsible to assign students to given businesses and to monitor their activities during the professional practice period.

3.3. Risk analysis

Risk analysis is carried out to prevent unforeseen situations that could jeopardize implementation of the strategic plan. The risk analysis consists of the probability of occurrence of a risk, the impact it may have on the process, as well as an elaboration of measures for risk prevention or mitigation. Such an analysis is presented in Table 7.

Estimates are given by strategic objective by differentiating between three levels of probability (“low”, “average”, and “high”), and three levels of impact that a given risk may have on the implementation of the development plan (“low”, “average”, “high”).

The table shows that there is a significant risk in the lack of support by MEST for the implementation of the new curriculum, since it is an entirely new approach lacking relevant tradition and expertise in Kosovo. Another risk is the lack of adequate maintenance of ICT equipment which devalues investments made in this field, since purchased equipment cannot be utilized effectively by schools.

In any case, MED should engage in meaningful reviews of the risk analyses periodically, making the needed changes and amendments in order to minimize the potential risks to the extent possible.

Table 7. Risk analysis of the Education Development Plan

Risk	Probability	Impact	Preventive measures
	1- Low 2- Average 3- High	1- Low 2- Average 3- High	
1.1. Lack of support by MEST for implementation of the new curriculum	2	3	<ul style="list-style-type: none"> Overcoming problems with the lack of school textbooks More frequent consultations with school curriculum coordinators
1.2. Lack of funds for local networks and internet access	2	3	<ul style="list-style-type: none"> Intervention in the schedule of instruction
1.3. Poor maintenance of ICT equipment	3	3	<ul style="list-style-type: none"> Student support technician clubs and their coordination at municipality level
2.1. Low teacher motivation as a result of protracted licensing	2	2	<ul style="list-style-type: none"> Providing teachers with incentives to engage in professional development
3.1. Politicization of appointments and recruitment	2	2	<ul style="list-style-type: none"> Monitoring of the process by civil society organizations
3.2. Refusal by central authorities to approve additional staff to MED	1	2	
4.1. Community disagreement to close down combined classes	2	2	<ul style="list-style-type: none"> Organize transportation of students
5.1. Lack of interest of businesses to cooperate with vocational schools	2	3	<ul style="list-style-type: none"> Businesses are interested for profiles which are in high demand Review of profiles and registration quota Regular contacts with businesses
5.2 Lack of interest among students to enrol in profiles demanded by the market	3	2	<ul style="list-style-type: none"> Promotion of profiles in high demand Career guidance/ counselling

4. Action plan and budget

The action plan and budget have been developed for the entire period of implementation of the Education Development Plan starting from 2017 and ending in 2021. Both the action plan and the budget are only estimates and need to be reviewed prior to the beginning of every fiscal year. Besides, before every fiscal year a new detailed plan of activities needs to be developed for the following year.

Some spending for the implementation of the Development Plan need to be covered by Municipality own generated income, whereas others from the Kosovo Budget and donors. Nevertheless, spendings that will be covered by own income should be included in the municipal budget for the following year, whereas spendings planned to be incurred by donors should be communicated with respective donors. Table 8 shows an outline of the budget required for the implementation of the Education Development Plan of the Municipality organized according to main strategic objectives.

Table 8. Summary of the Budget for Education Strategic Plan

Field	Budget					Total
	2017	2018	2019	2020	2021	
1. Teaching and learning		€ 119,396	€ 186,764	€ 246,764	€ 223,500	€ 776,424
2. Teacher professional development		€ 12,960	€ 13,760	€ 13,760	€ 13,760	€ 54,240
3. Governance, leadership and management		€ 5,196	€ 10,841	€ 5,196	€ 10,841	€ 32,074
4. School environment		€ 255,116	€ 644,376	€ 181,856	€ 669,856	€ 1,751,204
5. Secondary vocational education	€ 396	€ 1,396	€ 1,396	€ 1,396	€ 1,396	€ 5,980
Total:	€ 396	€ 394,064	€ 857,137	€ 448,972	€ 919,353	€ 2,619,922

Table 8 shows most of the budget is planned to be spent in the first intervention field - “Teaching and learning” and field number 4-“School environment.” In the case of the first field , around 87% of the funds (€ 677,500) is foreseen for the implementation of measure 1.3 – “Supplying schools with ICT equipment and local networks.” A similar investment is also included in the KESP PSAK 2017-2021, whereas when implemented in the Municipality of Gjakova it would result in bringing the computer – student ratio to 1 computer to 25 students. On the other hand, field 4 – “School environment” pertains to capital investments and presents around 67% të of the total budget of the education development plan.

Since this plan is developed during the period April – June 2017, efforts were made to minimize spending for year 2017.

Following is a detailed plan of activities and an estimate of budget costs according to education development plan objectives and measures.

Objective 1: Significant improvement of quality of teaching and learning in schools

Measure 1.1 Building of capacity for implementation of the new curricula											
Code	Activity	Implementation Period	Responsibility	Institution/ Supporting Organization	Budget Description	BUDGET (EURO)				Total	
						2017	2018	2019	2020		2021
1.1.1	Appoint curriculum coordinators in all schools	August 2017 - August 2018	School directors	MED	Payments for coordinators are covered by the specific education grant						-
1.1.2	Organization of school professional departments by subject areas	August 2017 - August 2018	School directors	MED							-
1.1.3	Functionalization of the expert group for the implementation of the new curriculum at the municipality level	January 2018	MED	MASHT	8 experts x 10 months x 50 EUR/month = 4,000 EUR/year	4,000	4,000	4,000	4,000	4,000	16,000
1.1.4	Provision of school support by the group of experts	Starting from January 2018	Groups of experts	MED							-
Sub-Total 1.1						4,000	4,000	4,000	4,000	4,000	16,000

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Measure 1.2 Strengthening the model of “collaborative learning communities”											
Code	Activity	Implementation Period	Responsibility	Institution/ Supporting Organization	Budget Description	BUDGET (EURO)				Total	
						2017	2018	2019	2020		2021
1.2.1	Familiarization of school directors with the “community for learning together” model	January – March 2018	MED	GiZ CDBE							-
1.2.2	Creation of “communities for learning together” by the municipal schools	Starting from April 2018	School directors	MED							-
1.2.3	Functioning of “communities of learning together”	Starting from April 2018	School directors	MED							-
1.2.4	Monitoring of “communities of learning together”	Starting from April 2018	MED	GiZ CDBE							-
1.2.5	Organization of training for drafting the activity plan for “communities of learning together”	Starting from April 2018	MED	GiZ CDBE	2 x 15 teachers x 8 hours (1 day) x 0,55 EUR = 132 EUR for one 1-day training (one module) 2018: 3 groups x 132 EUR = 396 EUR 2019: 2 groups x 132 EUR = 264 EUR	396	264	264	264	924	924

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Measure 1.5 Code	Activity	Implementation Period	Responsibility	Institution/ Supporting Organization	2021: 11 packages	Sub-Total 1.4					20,000	20,000	20,000	20,000	20,000	82,000
						Establishing and strengthening quality assurance mechanisms at the school and municipality level										
						Budget Description										
					2017	2018	2019	2020	2021	Total						
1.5.1	Organization of information campaigns for school directors and teachers on the selection of quality assurance coordinators	September - December 2017	MED	MEST												
1.5.2	Selection of quality assurance coordinators	September - December 2017	MED	MEST												
1.5.3	Provide access to trainings organized by MEST and other parties	Starting from January 2018	MED	MEST												
1.5.4	Provide support in performing the duties given by the quality assurance coordinator at the municipal level	Starting from April 2018	MED													

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1.5.5	Organization of professional development and network between quality assurance coordinators in schools	Starting from April 2018	MED													
Sub-Total 1.5					-	-	-	-	-	-	-	-	-	-	-	-
Total for Objective 1:					-	119,396	186,764	246,764	223,500	776,424						

Objective 2: Continuous capacity building for quality teaching

Measure 2.1 Identification of teachers' training needs							BUDGET (EURO)				
Code	Activity	Implementation Period	Responsibility	Institution/Supporting Organization	Budget Description	2017	2018	2019	2020	2021	Total
2.1.1	Establish a working group to analyse TPD needs	September 2017	MED								-
2.1.2	Development of a methodology for analysing training needs	September-December 2017	MED								-
2.1.3	Carry out individual needs analysis for each school	January - March 2018	School directors	MED							-
2.1.4	Development of TPD plans	April – June 2018	MED								-
2.1.5	Allocation of budget for TPD	Starting from June 2018	MED	Donors	Municipality allocates 5000 EUR each year		5,000	5,000	5,000	5,000	20,000
2.1.6	Development of individual plans for professional development	September-December 2018	School directors	MED							-
2.1.7	Drafting of school professional development plans that can be implemented	September-December 2018	School directors	MED							-

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	within school capacity											
Measure 2.2 Organization of school based training and training at the level of municipality							Sub-Total 2.1	5,000	5,000	5,000	5,000	20,000
Code	Activity	Implementation Period	Responsibility	Institution/Supporting Organization	Budget Description	2017	2018	2019	2020	2021	Total	
2.2.1	Appoint an officer at the MED level responsible for professional development	March 2018	MED	Municipality	Engagement/Appointment of the officer 12 months x 400 EUR = 4,800 EUR per year		4,000	4,800	4,800	4,800	18,400	
2.2.2	Organize trainings at the municipal and school level	Starting from April 2018	MED	Donors	30 teachers x 24 hours (3 days) x 0,55 EUR = 396 EUR for one 3-day training (one module) 2018: 10 groups x 396 EUR = 3960 EUR 2019: 10 groups x 396 EUR = 3960 EUR 2020: 10 groups x 396 EUR = 3960 EUR 2021: 10 groups x 396 EUR = 3960 EUR		3,960	3,960	3,960	3,960	15,840	
Measure 2.3 Encouraging monitoring and exchange of experience among colleagues												
Code	Activity	Implementation Period	Responsibility	Institution/Supporting Organization	Budget Description	2017	2018	2019	2020	2021	Total	
2.3.1	Organization of meetings between school and professional departments	Starting from April 2018	School directors	MED								

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	with the aim of sharing experiences																		
2.3.2	Monitoring of teaching hours by teachers with the aim of developing new experiences	Starting from April 2018	School directors	MED															
2.3.3	Development of annual meeting plans for teachers of different subject areas	January - March 2018	School directors	School directors															

Total for Objective 2: - 12,960 13,760 13,760 13,760 13,760 54,240

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Objective 3: Quality governance, leadership and management in all educational institutions in the municipality

Measure 3.1											Functionalize and empower school councils											
Code	Activity	Implementation Period	Responsibility	Institution/Supporting Organization	Budget Description	BUDGET (EURO)					Total											
						2017	2018	2019	2020	2021												
3.1.1	Appointment of school council members that represent the municipality	January - March 2018	MED	Municipality																		
3.1.2	Organization of trainings for school councils	April - May 2018	MED		30 participants x 24 hours (3 days) x 0,55 EUR = 396 EUR (per one 3-day training (one module) 2018: 1 group x 396 EUR 2019: 1 group x 396 EUR 2020: 1 group x 396 EUR 2021: 1 group x 396 EUR		396	396	396	396										1,584		
3.1.3	Regular reporting on school board meetings	Starting from June 2018	School directors																			
Sub-Total 3.1						-	396	396	396	396										1,584		
Measure 3.2											Strengthening of professional departments											
Code	Activity	Implementation Period	Responsibility	Institution/Supporting Organization	Budget Description	BUDGET (EURO)					Total											
						2017	2018	2019	2020	2021												
3.2.1	Coordination of school professional departments with school directors in regards to the implementation of school development plans	Starting from September 2017	MED	School directors																		

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Objective 4: Adequate school environment for the development of the process of instruction and extracurricular activities

Measure 4.1 Analysis of the security situation in schools and taking measures for meeting most pressing needs											
Code	Activity	Implementation Period	Responsibility	Institution/Supporting Organization	Budget Description	BUDGET (EURO)					
						2017	2018	2019	2020	2021	Total
4.1.1	Establish a security team at the MED level	September 2017	MED	Municipality Police							-
4.1.2	School security situation analysis and recommendations	October – December 2017	MED								-
4.1.3	Draft emergency plans for each school	January - June 2018	MED	Municipality (Emergency Directorate)							-
4.1.4	Equipment of schools with the necessary security tools (Firefighter, first aid etc.)	Starting from April 2018	MED	Donors	72 schools x 2,500 EUR = 180,000 EUR 2018: 20 schools x 2,500 EUR = 50,000 EUR 2019: 20 schools x 2,500 EUR = 50,000 EUR 2020: 20 schools x 2,500 EUR = 50,000 EUR 2021: 12 schools x 2,500 EUR = 30,000 EUR	50,000	50,000	50,000	30,000	180,000	

4.1.5	Installing of security cameras in schools	Starting from January 2018	School directors	Donors	58 schools x 1,500 EUR = 87,000 EUR 2018: 10 schools x 1,500 EUR = 15,000 EUR 2019: 10 schools x 1,500 EUR = 15,000 EUR 2020: 15 schools x 1,500 EUR = 22,500 EUR 2021: 23 schools x 1,500 EUR = 34,500 EUR	15,000	15,000	22,500	34,500	87,000	
4.1.6	Create teams for prevention and response to violence within schools	January - March 2018	MED								-
4.1.7	Organization of trainings for teams for prevention and response to violence	Starting from April 2018	MED	School directors	30 participants x 24 hours (3 days) x 0,55 EUR = 396 EUR, per one 3-day training (one module) 2018: 1 group x 396 EUR 2019: 1 group x 396 EUR 2020: 1 group x 396 EUR 2021: 1 group x 396 EUR	396	396	396	396	1,584	
Sub-Total 4.1						65,396	65,396	72,896	64,896	268,584	

Measure 4.2 Construction of at least ten sports grounds and two gyms for physical education											
Code	Activity	Implementation Period	Responsibility	Institution/Supporting Organization	Budget Description	BUDGET (EURO)				Total	
						2017	2018	2019	2020		2021
4.2.1	Identification of schools that need sport grounds and physical education gyms	March 2018	MED								-
4.2.2	Development of sport ground projects	January - March 2018	MED		3% of the overall construction value (3% from 24,000 EUR) = 720 EUR	720					720
4.2.3	Development of projects for physical education gym	March - June 2018	MED		3% of the overall construction value (3% nga 400,000 EUR) = 12,000 EUR	12,000					12,000
4.2.4	Construction of sport grounds	Starting from September 2018	MED	Donors	1 sport ground x 800 m2 x 30 EUR (half of the facility construction cost) = 24,000 EUR 2018: 3 grounds x 24,000EUR = 72,000 EUR 2019: 3 grounds x 24,000EUR = 72,000 EUR 2021: 4 grounds x 24,000EUR = 96,000 EUR	72,000	72,000		96,000		240,000

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Measure 4.3 Review and restructuring of the school network in the municipality											
Code	Activity	Implementation Period	Responsibility	Institution/Supporting Organization	Budget Description	BUDGET (EURO)				Total	
						2017	2018	2019	2020		2021
4.2.5	Construction of physical education gyms	March - December 2019 March - December 2021	MED	Donors	1 physical education gym approximately 1000m2 x 400 EUR = 400,000 EUR 2019: 1 gym 2021: 1 gym		400,000		400,000		800,000
Sub-Total 4.2						-	84,720	472,000	-	496,000	1,052,720
Measure 4.3 Review and restructuring of the school network in the municipality											
Code	Activity	Implementation Period	Responsibility	Institution/Supporting Organization	Budget Description	BUDGET (EURO)				Total	
						2017	2018	2019	2020		2021
4.3.1	Situation analysis in all schools and separated parallels where combined parallels function	January - June 2018	MED								-
4.3.2	Provision of additional information on the potential number of children and teachers in the subsequent generations	April - June 2018	MED	Municipality							-
4.3.3	Initiate debates with stakeholders, starting from communities	September - December 2018	MED	Municipality							-
4.3.4	Organization of transport for children to the nearest school	Starting from February 2019	MED	Municipality	180 working days x 20 pupils x 1,10 EUR per day = 3960 EUR		1,980		3,960		9,900

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5. Performance assessment framework

This plan is the key document for the development of pre-university education in the municipality of Gjakova for the period 2017-2021. Operational responsibility for its implementation falls on the Municipal Education Department, which can delegate part of tasks to educational institutions and coordinate a tasks with other sectors in the Municipal administration. The supervision of the implementation is done by the Municipal Assembly, through its Education Committee, which review MED reports and implementation of the Plan once a year.

The Performance Assessment Framework (PAF) sets indicators against which the progress is measured towards achievement of the set objectives of the development plan. The PAF contains baseline (current situation) and target (foreseen situation) indicators that cover the entire period of the Plan implementation. This Framework is presented below through five tables, one for each strategic objective:

SO1. Significant improvement of the quality of teaching and learning in schools		
Indicator	Baseline	Target
Percentage of teachers trained for the new curriculum	54% (500)	100% until 2021
Total number of working hours of the members of the Municipal Professional Group in a month	12 hours a month	At least 48 working hours / month
Percentage of schools engaged in “collaborative learning communities”	68% (28)	100%
Percentage of schools with local networks serving for instruction and with access to internet	60% (28)	100%
Percentage of classes equipped with SMART TVs	3.8% (19 of 500 classes)	90%
Computer – student ratio	1:31	1:25
Percentage of schools with positive feedback by the Education Inspectorate		90%

OS2. Continuous capacity building for quality teaching		
Indicator	Baseline	Target
Percentage of teachers participating in professional development programs	93% (1018)	100%
Total number of hours of professional development ¹⁵	n/a	Min. 20.000 hrs/year

OS3. Quality governance, leadership, and management in all educational institutions in the municipality		
Indicator	Baseline	Target
Percentage of trained members of schools councils	15% (7 out of the total 46 schools)	50%
Number of educators trained in educational leadership	85	100

¹⁵ Total number of participants in the training (basic, supplementary) by the number of hours of the given program

OS4. Adequate school environment for implementation of the process of instruction and extracurricular activities		
Indicator	Baseline	Target
Positive reports by the Kosovo Police on the security situation in schools	n/a	
Reduced number of schools with combined classes	8 schools	Reduced by 50%
Positive reports by the Municipal Department of Rescue and Emergencies on the level of meeting of safety requirements in schools		

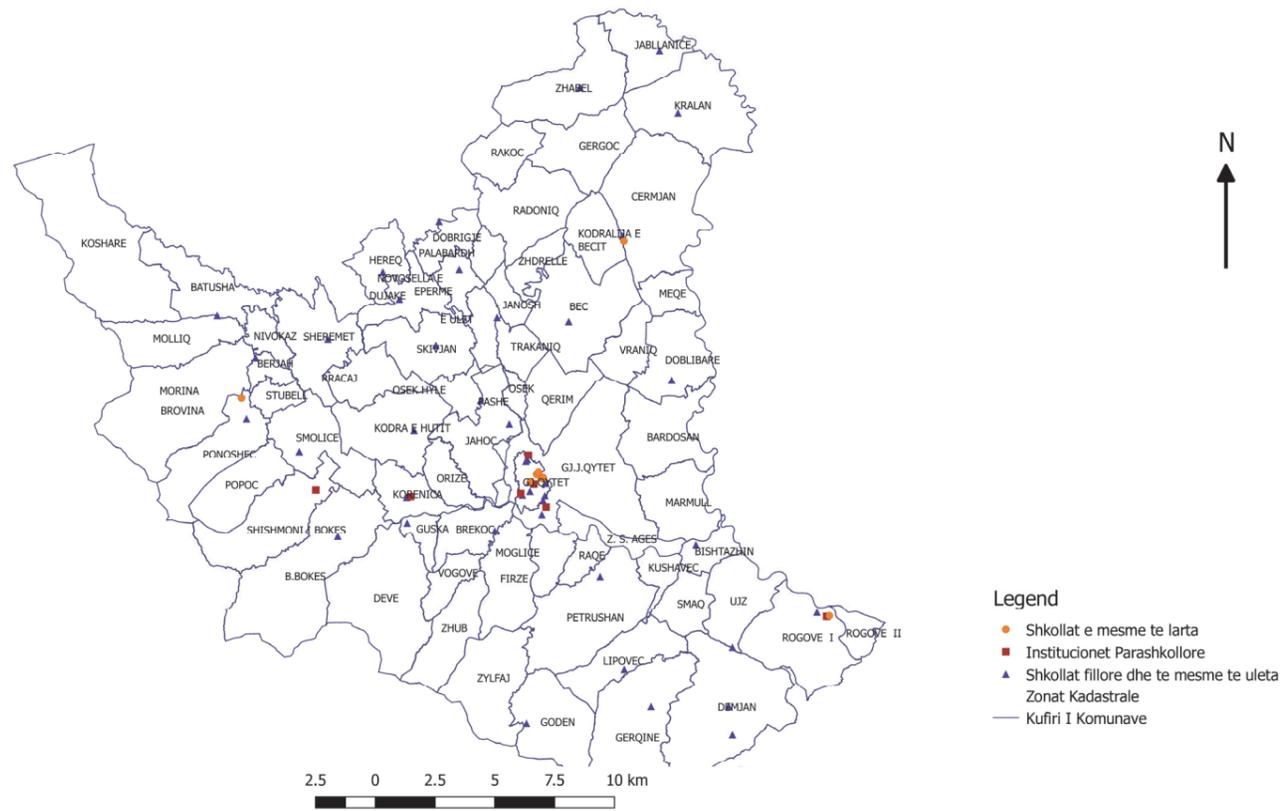
OS5. Better linkages between vocational education and the labour market		
Indicator	Baseline	Target
Increased number of students in deficit profiles ¹⁶		Min. 30% ¹⁷
Average total number of practical hours and professional practice hours ¹⁸	210	170 hrs/year
Percentage of LSS students benefiting from career counseling		30%/year

¹⁶ Technical/Manufacturing, Catering, Agriculture Agribusiness.

¹⁷ Take in consideration reducing number of pupils in sufficient directions

¹⁸ Amount of student numbers in vocational education program multiplied with numbers of practical hours realized during school year, divided by the total number of students enrolled in vocational schools

Annex 1: The map of educational institutions in the Municipality of Gjakova



Annex 2: Participants in the planning process

1. Arben Shala
2. Arbënor Pozhegu
3. Arieta Hajdaraga
4. Berat Bejtullahu
5. Dardan Bakija
6. Dardane Riza
7. Diana Qarkagjija
8. Dukagjin Pupovci
9. Edi Puka
10. Elvane Qarkagjija
11. Flutura Këpuska
12. Gonxhe Mejzini
13. Gjokë Osmani
14. Hamëz Cena
15. Kriger Ramaja
16. Leonora Zuka
17. Luan Shllaku
18. Neshet Këpuska
19. Valma K. Zeka
20. Vjollca Kuqi
21. Zana Meqa



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