

**MUNICIPALITY  
OF DRAGASH**

# **EDUCATION DEVELOPMENT PLAN 2019-2023**





**EDUCATION DEVELOPMENT PLAN OF  
THE MUNICIPALITY OF DRAGASH  
2019-2023**

## **Municipality of Dragash**

### **Education Development Plan of the Municipality of Dragash 2019 – 2023**

This plan was approved by the Municipal Assembly of Dragash in the session held on 31.01.2019.

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Në bazë të nenit 17 të Ligjit për Vetëqeverisje Lokale dhe nenit 32.2 të Statutit të Komunës së Dragashit, në seancën e I-rë/2019 të dt.31.01.2019 të Kuvendit Komunal të Dragashit, pas shqyrtimit paraprak, miratohet ky:

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- I. **MIRATOHET** Plani Zhvillimor i Arsimit të Komunës së Dragashit, për vitet 2019-2021.
- II. Për implementimin e këtij Vendimi përkujdeset Drejtorati i Arsimit në Komunën e Dragashit, në bashkëpunim me shërbimet tjera kompetente të Komunës së Dragashit.
- III. Për veprimet e mëtejme të njoftohet Kuvendi Komunal dhe kryetari i Komunës së Dragashit.
- IV. Ky Vendim hynë në fuqi 15 ditë nga regjistrimi në protokolin e Zyrës së MAPL-së, si dhe 7 ditë pas publikimit në web-faqen e Komunës-Dragash.

I dërgohet:

- Drejtoratit të Arsimit të Komunës-Dragash,
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- Arkivit

**KUVENDI KOMUNAL-DRAGASH**

**Kryesuesi**  
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## List of Abbreviations

<b>VET</b>	Vocational Education and Training
<b>PD</b>	Professional Departments
<b>MED</b>	Municipal Education Department
<b>QC</b>	Quality Coordinator
<b>SGB</b>	School Governing Board
<b>KEC</b>	Kosovo Education Center
<b>KEEN</b>	Kosovo Education and Employment Network
<b>MEST</b>	Ministry of Education, Science and Technology
<b>SO</b>	Strategic Objective
<b>IEP</b>	Individual Education Plan
<b>KESP</b>	Kosovo Education Strategic Plan 2017 - 2021
<b>EDP</b>	Education Development Plan
<b>SDP</b>	School Development Plan
<b>QA</b>	Quality Assurance
<b>TPD</b>	Teacher Professional Development



## Executive Summary

The Education Development Plan of the Municipality of Dragash was drafted with wide participation of all stakeholders and it is the core document for the development of education at municipal level for a five-year period 2019-2023. The plan was drafted with the support of “Kosovo Education and Employment Network – KEEN” project, a strategic coalition led by the Kosovo Education Center (KEC).

The focus of the Education Development Plan (EDP) of the Municipality of Dragash is in four thematic areas and one sector area:

- Management and governance;
- Quality Assurance and Teacher Professional Development;
- Culture and school environment;
- Implementation of the new curriculum; and
- Vocational Education and Training.

A situation analysis was carried out in these areas and data were collected for planning purposes. Based on the results from the situation analysis in these five thematic areas, the working group responsible for drafting the plan defined the vision, mission, values and respective principles.

**Vision:** Increase of citizens’ welfare, society democratization, development of working culture and knowledge through development of human resources, application of technology in education, development of infrastructure and increase in education services quality.

**Mission:** Provision of quality education to all the children and young people in the municipality that allows for the development of their competences in line with the latest opportunities and attainment of knowledge and values, offers equal opportunities for successful continuation of further education and employment.

The **education values** the Municipality of Dragash aims to promote include: democratic decision making, diversity, welfare for all the children, positive climate, respect and mutual trust, ethics and cooperation and respect for traditional values and literary language in schools.

Whereas, the **principles** supporting them include:

- Transparency and accountability principle;
- Inclusiveness and integration principle;
- Ethics code and confidentiality principle;
- Lifelong learning principle; and
- Professionalism principle.

The Education Development Plan of the Municipality of Dragash has five **strategic objectives**, one for each area of intervention.

**SO 1** - Quality and efficient management of education at municipal and school level, based on integration, transparency and accountability.

**SO 2** - Building mechanisms to ensure quality and continuing professional development to have a quality teaching.

**SO 3** - Creating a suitable school environment and working culture that would contribute to the development of learning process and extra-curricular activities for all the children.

**SO 4** - Improving the quality of curriculum implementation based on its principles.

**SO 5** - Ensuring a better alignment between professional development and labour market requirements.

For each of strategic objectives there are measures and objectives defined that would lead to their achievement within the five-year period. A risk analysis also was carried out to identify preventive measures to be undertaken taking into account the risks perceived for the implementation of the EDP.

The action plan and budgeting have been drafted for the entire period of implementation, including the activities for the measures under each objective, responsible persons, supporting institutions/organisations, budget description and allocation per years included in the EDP. The budget for the implementation of the EDP for the five-year period, with no operating expenses included, is **€663,000**. The main part of the budget for the implementation of EDP is foreseen to be covered by government grants and municipality's own sources, whereas the remaining part will be covered by the MEST and donators.

In addition, the performance evaluation framework is one of the sections in the Development Plan, defining indicators to measure the progress achieved for each of the five objectives in the Development Plan.

## 1. Introduction

The Education Development Plan in the Municipality of Dragash was drafted with the support of Kosovo Education and Employment Network (KEEN), a strategic coalition led by the Kosovo Education Center (KEC) and four other civil society organizations. The KEEN network was established in the beginning of 2016, with the support of the project with the same name, funded by the European Union, aiming to improve employability for vulnerable groups in Kosovo and their inclusion in the process of policy development and decision-making, and in monitoring their implementation at central and local level.<sup>1</sup>

One of the objectives of the KEEN Network and the KEEN project is to participate in the development of education and employment policies. As part of its activities, the network supported the MEST in drafting the Kosovo Education Strategic Plan 2017-2021<sup>2</sup>, the core document for the development of the education system in the forthcoming five-year period. Following these activities at central level and in accordance with the competences of municipalities foreseen with the Law on Local Governance<sup>3</sup>, KEEN offered support to nine municipalities in Kosovo, including Dragash, to develop their education development plans.

The planning process was managed by the Planning group established by the Municipal Education Directorate in the Municipality of Dragash and supported by experts on education commissioned by the KEEN project. The process was characterized by a wide participation of all school directors in the municipality, municipal officers and constant consultation with the MED. It was developed in four main stages:

### Stage 1: Analysis of the current situation

In the first workshop organized to start the drafting of the Education Development Plan (EDP), the planning group defined five action areas of interest for the education sector in the Municipality of Dragash:

- Management and governance;
- Quality Assurance and Teacher Professional Development;
- Culture and school environment;
- Implementation of the new curriculum; and
- Vocational Education and Training.

The MED in Dragash offered relevant data available for pre-university education institutions at municipal level. The workshop to define the current situation took place in July 2018 with the participation of representatives from municipal education institutions and representatives from the Municipality. They expressed their opinions about the situation in education in the areas defined for the Municipality of Dragash. SWOT analysis was used to analyse the present situation.

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<sup>1</sup>Dukagjin Pupovci & Arben Shala (2017). Municipal Action Plan Development Framework.

<sup>2</sup>Plani Strategjik për Arsimin e Kosovës 2017-2021 [Kosovo Strategic Education Plan], [http://masht.rks-gov.net/uploads/2017/02/20161006-psak-2017-2021\\_1.pdf](http://masht.rks-gov.net/uploads/2017/02/20161006-psak-2017-2021_1.pdf)

Plani i Veprimt të Plani Strategjik për Arsimin e Kosovës 2017-2021 [Action Plan of Kosovo Strategic Education Plan 2017-2021], <http://masht.rks-gov.net/uploads/2017/02/20161006-plani-i-veprimt.pdf>

<sup>3</sup>Law No. 03/L-040, Article 17 and 18, and 19, 20 February 2008;

### Stage 2: Defining strategic objectives and measures of their achievement

This stage was accomplished by organising a two-day workshop at the end of July 2018. After analysing the existing situation, the main challenges for each of the intervention area were identified, followed by defining the strategic objectives for each intervention area and measures for their achievement. This led to definition of vision and mission for development of education in the municipality. In addition, objectively verifiable indicators were defined and the first draft with the measures description for all strategic objectives was prepared.

### Stage 3: Action plan drafting and budgeting

In September 2018 a one-day workshop was organized to draft the action plan and budget. Along with the planning group, municipal officials from the finance and budget sector were part of the workshop. The action plan and budget draft, resources available and possibilities of getting funds from alternative resources were analysed in detail during the workshop.

### Stage 4: Development Education Plan drafting

The final draft of EDP is prepared based on documents drafted during the planning process and based on consultations and instructions from the municipal group for EDP drafting. During this stage, the EDP was reorganized and took the final shape for approval from the decision making authorities in the Municipality of Dragash.

## 2. Background

### 2.1. Education in the Municipality of Dragash

The Municipality of Dragash has a surface of 434 km<sup>2</sup> or 4% of overall Kosovo surface, with 33,997 (2011) inhabitants, respectively 1.95% of Kosovo population. The Municipality of Dragash has a total of 36 villages. Of them, 19 belong to Opoja region, whereas 16 to Gora region and the town of Dragash with a mixed population<sup>4</sup>. All pre-university education level are represented at the Municipality. Hence, the Municipality of Dragash has 12 primary and lower secondary level institutions, with 24 satellite schools and one upper secondary school. The learning process takes place in two languages: Albanian and Bosnian. The number of educational institutions per level and number of children and students attending studies in each level is given in Table 1.

Table 1. The number of educational institutions and number of children and students per level<sup>5</sup>

No.	Level	Institution data	Male	Female	Total
1	Preschool Education (0-5 years old)				
2	Pre-primary Education	12 (with 24 separate classes)	224	166	390
3	Primary Education [Grades 1-5]		1662	1655	3317
4	Lower Secondary Education [Grades 6-9]				
5	Upper Secondary Education [Grades 10-12]	1	328	381	609
<b>Total</b>			2214	2202	4316

Of 4,316 children attending school in all pre-university education institutions in Dragash, 470 children belong to Bosnian community and 550 children belong to Gorani community.

Similar to other municipalities in the Republic of Kosovo, the Municipality of Dragash is challenged by continuous reduction in the number of students, which can lead to reduction in the government grant for education and the number of teachers and other school staff. The changes in the number of students for the last five years is presented in Table 2. Hence, the planning group for EDP estimates that the reduced number of students is due to migration to urban areas in Kosovo and abroad.

<sup>4</sup> Vloran Cenaj (2014): A micro thesis of Master studies "Rrjeti i shkollave në Komunën e Dragashit" [The network of schools in the Municipality of Dragash].

<sup>5</sup> Pre-university education data have been provided by the MED in Dragash and refer to the school year 2017/2018.

Table 2. Changes in the number of children for the last five years

No.	Level	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018
1	Pre-school education (0-5 years)					
2	Pre-primary Education	418	437	432	308	390
3	Primary Education (Grades 1-5) and Lower Secondary Education (Grades 6-9)	4009	3978	3925	3568	3317
4	Upper Secondary Education(Grades 10-12)	761	588	587	597	609
<b>Total</b>		<b>5188</b>	<b>5003</b>	<b>4944</b>	<b>4473</b>	<b>4316</b>

In the Upper Secondary School, the students attend studies in professional directions and gymnasiums. Over 65% of upper secondary school students are enrolled in professional directions offered by the “Ruzhdi Berisha” school. Around 45% of students after completing the ninth grade do not continue their studies in the lower secondary school in the Municipality of Dragash. Despite efforts, it was not possible to establish whether these children continue their education in upper secondary schools in the Municipality of Prizren, in other municipalities or do not attend any upper secondary school at all.

According to data collected on 2012, there has been progress in the inclusion of girls in education. In grades 6-9, 53% of students are male students and 47% are female students. There are 63% male students and 37% female students in the secondary school in Dragash. In some of the villages, there are two education systems applied, the Kosovo education system and the parallel system supported by Serbia<sup>6</sup>.

The parallel education system supported by Serbia finances the schools in the region of Gora. In the parallel system, the primary education includes the grades 1-4 and the lower secondary education includes the grades 5-8. Hence, the parallel system financed by Serbia is for one year shorter compared to the Kosovo education system. In addition, the two systems apply different curriculums. In the Municipality of Dragash, there are 9 schools financed by the institutions in Serbia and 3 schools are financed partially from Kosova and Serbia<sup>7</sup>.

The villages having a students' attendance rate of less than 40% in the secondary school belong to remote mountain areas (Restelicë, Brod, Zlipotok and Rapçe). Five other villages in Gora region have an attendance rate of less than 60% in the secondary school (Orçushe, Kukulane, Radeshe, Krushev dhe Vranisht). Except for Xërxa and Pllajnik (with 45% and 49%), all other villages of Opoja region have an attendance rate of over 60% in the secondary school. Primary villages, such as Restelica and Bresana, have a low students' attendance rate in the secondary school, Restelica with 28% and Bresana with 66%. Dragash and Shajnja have the highest number of students attending the secondary school, probably because the school is located in the main municipal centre in this area.

<sup>6</sup> UNDP (2012): Dragash Municipal Guidelines for International Cooperation 2013-2016 - A summary of Dragash development potential.

<sup>7</sup> Municipal Assembly and UNDP (2013): Dragash Municipal Development Plan 2013 - 2023 (pg. 84-92).

The average attendance rate in secondary school education in the Opoja region is 70.4%, whereas in Gora 55.2%.<sup>8</sup>

There are 318 teachers engaged in preparatory classes, primary level and lower secondary level and 56 teachers in upper secondary level in the Municipality of Dragash. Table 3 indicates the number of teachers per education level and teacher-student ratio in the Municipality of Dragash for each education level and compared to data at Kosovo level.

Table 3. Number of teachers per education level and teacher - student ratio

No.	Level	Number of teachers (2017/2018)			Teacher - student ratio/ Municipality of Dragash (2017/2018)	Teacher - student ratio/ Kosovo (2017/2018)
		M	F	T		
1	Preschool Education (0-5 years old)	-	-	-	-	-
2	Pre-primary Education, Primary Education (Grades 1-5), Lower Secondary Education (Grades 6-9)	270	48	318	11.7	14.6
3	Upper Secondary Education (Grades 10-12)	52	4	56	10.9	16.4

Total expenses for the Preschool Education, Primary and Secondary Education for the budget year 2017 reach the amount of 2,845,664.86 EUR or 1.92% more compared to the same reporting period for the previous year (2016). Expenses for the sub-education programmes comprise 45,17%<sup>9</sup> of overall expenses. For 2018, the budget for the sector of education in the Municipality of Dragash is EUR 3,037,400 and of this amount, EUR 262,500 or 8.65% of the budget is foreseen for the category of goods and services, while the other part of the budget is foreseen for the economic category of wages and salaries.

Based on the requests reviewed<sup>10</sup>, the budget foreseen for the education sector at municipal level for the year 2019 is EUR 3,065,374, respectively EUR 3,088,677 for the year 2020.

## 2.2. Situation analysis

The analysis of the present situation was done based on data provided by the MED in Dragash, consultations of education experts from the KEEN project with the MED in Dragash and outcomes from workshops organized to assess the situation, with the participation of all stakeholders. The planning group agreed for the EDP to focus in four thematic areas and one sector area:

1. Management and governance;
2. Quality Assurance and Teacher Professional Development;
3. Culture and school environment;
4. Implementation of the new curriculum; and
5. Vocational Education and Training.

<sup>8</sup>Municipal Assembly and UNDP (2013): Dragash Municipal Development Plan 2013 - 2023 (pg. 84-92).

<sup>9</sup> MED reporting on expenses from schools during 2017.

<sup>10</sup> The report from the mid-term budget plan from the Directory for Economic Development and Finance.

The action areas of EDP correspond to KESP areas for 2017-2021, with some differences in the description of areas, due to specific needs in the education sector in the Municipality of Dragash. All the action areas of EDP are interrelated, especially the first four thematic areas.

The first area “Management and governance” refers to improved leadership in educational institutions, strategic planning of education at municipal level, increased transparency and accountability, staff management and other organisational aspects of education in the Municipality of Dragash.

The second area “Quality Assurance and Teacher Professional Development” includes mechanisms to ensure quality education at municipal level, improving and ensuring quality education in all educational institutions and special focus is given to a very important aspect of quality education related to teacher professional development.

The third area “Culture and school environment” includes school infrastructure, learning tools, capital investments, aspects related to inclusive education, better implementation of regulations related to education in all educational institutions, involvement of parents in processes that take place in education institutions and are related to their responsibilities, etc.

The fourth area “Implementation of the new curriculum”, mainly focuses in addressing the challenges related to the implementation of the curricular reform, provision of tools and learning resources required for the implementation of the curriculum in schools, teacher training for the implementation of the curriculum and extension of curriculum implementation in all educational institutions in the Municipality of Dragash.

Whereas, the fifth area “Vocational Education and Training.”, is a sector area with a focus on the important aspect of aligning vocational education and training with labour market needs.

### 2.2.1. Management and governance

There have been considerable improvements done in the last years in the field of management and governance in education in the Municipality of Dragash. In the first place, the support from MED for schools and the supply of legal and pedagogic documentation have increased, there is improvement in finance management and the staff management database is already prepared. The management staff of educational institutions in the Municipality of Dragash has been part of accredited training programs on educational leadership.

In general, the schools in the Municipality of Dragash have established their governing bodies, but lack of operation of these boards is seen as a weakness and the situation is the same all over Kosovo. The number of MED officials is not sufficient to monitor successfully a considerable number of education institutions, though there are three vacant positions. So far, the MED has not established a unified development strategic plan for the system of education, has not defined the criteria for priorities in schools and reporting forms to be used by schools; this would contribute to

#### **Main challenges:**

- Insufficient capacities for school leadership at municipal level;
- Non-functional governance and professional bodies in schools;
- Lack of analysis and reports on quality of education at municipal level;
- Inclusion of all students of all communities in the education system at municipal level;
- Work planning and management with teacher, budget and finance staff in the education sector.

a more efficient management work, school management, report and information management at the MED level. In general, schools have prepared their development plans, but they are formal and they are not taken into consideration sufficiently when preparing the plan at municipal level. Due to the lack of reporting forms there are no reports prepared, no analysis done to assess the situation of education at municipal level, etc. On the other hand, ICT usage for management purposes, analysis and statistical data processing for educational purposes and the trend of usage at municipal level is not satisfactory. The access to training on educational leadership is limited as well, and this reduces the competition for leadership positions in schools. There is a notable lack of information in schools about the management of changes and professional departments are not functional.

KESP 2017-2021 provides an affirmative framework for the educational institutions to plan their work and it offers an opportunity for quality and efficient management of education system, based on transparency and accountability. In addition, the plan provides for a better planning of concrete measures so that there is a synergy between initiatives in different levels of governance in the country. There is an increased interest of education managers to cooperate with the community and NGOs to create better conditions for the development of learning process, but this required support from the MED and other municipal mechanisms. Educational institutions have to promote their work. This would bring more transparency and accountability and a better cooperation with the community and NGOs. To that end, ICT advantages could be used, including the creation of webpage and extension of communication through social media.

The three vacant positions for officials in MED, possible politicization in the process of school directors and deputy directors' selection, lack of constant monitoring of education institutions constitute a permanent risk for quality management and governance of education institutions. Therefore it is important to complete the number of the staff necessary at MED, establish a credible system for the selection of directors and deputy directors and have fully functional school governing boards. The parallel education system active in the region of Gora with the support from Serbia is another risk to the management and governance of the system of education in the Municipality of Dragash.

### **2.2.2. Quality Assurance and Teacher Professional Development**

According to the analysis of situation, there has been some progress in the area of quality assurance and teacher professional development. All the schools in the Municipality have their development plans drafted, they have received the documents for quality assurance, the procedure of selecting quality coordinators for the schools is initiated, two schools in the municipality have been involved in the internal performance evaluation program. Improvement of quality is one of the priorities of the municipality. Around 200 teachers have been trained for the implementation of the new curriculum, the MED developed teachers' qualification database; statistics of achievement test indicate higher achievement of students, whereas in the state matura exam (the first term) that took place in June 2018, 43% of students were not able to pass the minimal threshold.

Although there has been progress in the area, the planning group identified some weaknesses and issues that are related to quality assurance and teacher professional development. They require to be addressed properly having in mind the last results achieved by students in the state matura exam in the Municipality of Dragash and the results of 15 years old students of Kosovo in the international assessment PISA 2015. Delays have been identified in the education area at municipal and state level in general in regards to implementation of administrative instruction for quality assurance and school performance assessment; there are no reports from quality coordinators from the schools that already have quality coordinators appointed. In addition, there is no plan for the development of education at municipal level. School Development Plans in general are formal and they do not address directly the aspects related to quality teaching, which according to reports is not at the level required in satellite schools as well, functionalization of vocational classes and supporting students to master the skills defined in the curriculum.

**Main challenges:**

- School Development Plan drafting and implementation;
- Lack of quality assurance mechanisms (quality coordinators);
- Inclusion and quality of trainings, monitoring of implementation of training experience;
- Organization of a professional network at municipal level and beyond;
- Quality of education and learning in the schools in our municipality;
- Continuing monitoring of teachers.

On the other hand, there is no teachers' training database and there are no training needs assessment that would be used as a reference point to draft a plan for teacher professional development at municipal and school level; according to reports so far there are no such plans. The lack of plans for teacher professional development leads to lack of school based training and teacher professional networks. Similar to the majority of municipalities in Kosovo, in the Municipality of Dragash as well there are no mechanisms applied to motivate teachers having a good performance, which would stimulate them to pay more attention to their professional development.

In a wider context, Kosovo has already developed the legal framework for quality assurance and the legal package for teacher professional development that form an interconnection between these processes. On the other hand, the KESP 2017 – 2021 and the Strategy for Quality Assurance in Pre-University Education 2016 – 2020 stipulated the measures and activities for quality assurance in Pre-University Education that will help municipalities as a guideline for their development plans. It should be known that the package of documents developed and the MEST strategic plans do not solve many issues that are related to the competences of municipalities in the education sector, therefore the Municipality of Dragash should take more advantage of the willingness of donators to support quality education and build teachers' capacities.

The above-mentioned situation in the area of quality assurance and teacher professional development is not a result of internal factors only. Many external factors contributed to it as well, such as: lack of budget to support processes that affect the quality assurance in schools, non-implementation of quality assurance strategy 2016-2020, lack of evaluation of teachers and director's performance, the way the appointment of directors takes place - political influence, etc. Based on the present situation and analysis done, teacher professional development financing is already an issue in itself. The inability of

municipality to offer teacher professional development can introduce the risk of teachers not being able to meet the requirements to get licensed.

### 2.2.3. Culture and school environment

Almost all the schools in urban and rural areas in the Municipality of Dragash operate in two shifts and the overall school infrastructure is satisfactory. There have been investments lately in building new facilities, renovation of old ones and building and improvement of existing yards, fences, sport areas, etc. According to estimations, the existing school infrastructure meets the needs of 80% of students attending the school and the space factor will not be a problem in the future taking into account that the number of students is decreasing from year to year due to immigration phenomenon emphasized in the area.

However, school infrastructure is far from meeting the standards required for school buildings and it needs more improvements, particularly to create preconditions for a safe environment within the facilities. In addition, there is the problem of maintenance of school facilities, reflecting in non-compliance with the hygiene standards and other forms of maintenance. A challenge specific for the Municipality of Dragash is the high number of schools and satellite schools where combined classes take place.

#### **Main challenges:**

- Inclusion of children in preschool education (0-5 years old);
- Lack of green areas, sports ground and corners for recreational activities;
- Lack of technology and teaching aids in schools;
- Parent participation;
- Implementation of regulations;

According to the MED data, there are 36 school buildings functional in the Municipality of Dragash, with 12 main school institutions and 24 parallel schools, and one secondary school.

There are 24 parallel schools operating during the school year 2017/18 where the number of students in the first grade is less than 10 or in certain cases there are 1-3 students in one classroom. This obviously has a negative effect in the quality of learning process and learning results, but the municipality so far did not make any effort to find a solution with the community for closing such schools; this mainly happened because of fear of losing jobs or because of the residents' discontent.

The involvement of parents and community in schools is still insufficient in the Municipality of Dragash, and this requires more engagement from teaching staff and school management.

There is no willingness noticed on donors' behalf to support the infrastructure projects while the measures and possibilities to find alternative solutions that would improve the conditions of the school environment, in particular classrooms, have not been analysed.

### 2.2.4. Implementation of the new curriculum

The analysis of present situation in regards to the implementation of the new curriculum should focus in building the capacities for the development of school based curriculum, coordination of the process at municipal level, providing support to schools from the municipality, teaching materials and equipping cabinets with teachings aids, informing parents and the community at municipal level for the new curriculum, the requirements and the role of the main stakeholders for the implementation of the new curriculum.

According to participants in the workshop organized to analyse the situation of education in the Municipality of Dragash, there have been difficulties in implementing the new curriculum in all schools of municipality (for the grades I, VI and X currently applying it), due to some setbacks in the training stage in certain areas, especially in the program for pre-preparatory grades and for the level 1-5. Non-inclusion of teachers to define the role of the Quality Coordinator at school and municipal level has led to lack of monitoring of work at school. Similarly, the schools and the MED are facing the lack of Curriculum Coordinators at school and MED level. Curriculum Coordinators would contribute to increased cooperation between teachers, development of teacher capacities to draft the school based curriculum, increased capacities of curriculum trainers at municipal level, etc.

**Main challenges:**

- Poor management capacities to implement the new curriculum;
- Lack of technology to implement the new curriculum;
- Teacher resistance toward change;
- Lack of cooperation to exchange experience in regards to the implementation of the new curriculum.

Despite other obligations, the planning group identified weaknesses and challenges to be addressed having in mind that the implementation of the new curriculum has been extended to all Kosovo schools. The participants identified and discussed the lack of human capacities within the MED that would support schools to implement the new curriculum, the insufficient number of trainers for the curriculum at municipal level, non-inclusion of school staff management in trainings for the curriculum, the lack of a municipal plan for the implementation of the new curriculum in all schools within the municipality, lack of materials and equipment necessary for the implementation of the new curriculum, etc.

Along with the internal factors, there have been some external factors, which also had an impact on the existing situation in the area, such as: lack of providing proper information about new curriculum, the short time available and the insufficient preparation for the implementation of the new curriculum, lack of new text books based on the new curriculum, non-inclusion of MED in selecting the trainers for the curriculum trainings, delays in planning the financial cost for the implementation of the new curriculum and lack of financial support to the municipality to address the changes introduced with the new curriculum in regards to staff and management.

The group for strategic planning of education development in the Municipality of Dragash identified a number of other external factors that potentially may help and support the municipality and the school to implement the new curriculum. These factors include KESP 2017- 2021, which has a specific strategic objective of Teaching and Learning, respectively learning advancement through quality teaching, implementing the new curriculum and using high quality learning resources, and the Strategy for Quality Assurance in Pre-University Education 2016-2020, which will strengthen the process and the mechanisms furthermore for quality assurance in education institutions.

Other factors include the usage of curriculum documents and guidelines for the implementation of the new curriculum, training trainers and teachers for the implementation of the curriculum, cooperation with donators who offer support through school grants and teacher training, such as GIZ, USAID, World Bank etc.

### 2.2.5. Vocational Education and Training

There is a so-called mixed secondary school operating in the Municipality of Dragash, it includes the gymnasium and the vocational secondary school.

Table 4. The public upper secondary school “Ruzhdi Berisha” (gymnasium and vocational school) in the Municipality of Dragash for the school year 2017/18

School	VET profiles	Number of students
Mixed Secondary School (Gymnasium and vocational school)	- Economy; Law - Biology Lab Technician - General Nursery, Pharmacy	609

The number of students attending the Upper Secondary School “Ruzhdi Berisha” constitutes around 14.11% of total number of students in this level of education. This shows that the Municipality of Dragash does not have many students interested to attend this level of studies within the municipality although the necessary conditions exist. However, a considerable number of students continue their studies in different profiles in schools outside the Municipality of Dragash.

Lack of support from the Agency for Vocational Education and Training and Adult Education and the National Qualification Authority is another factor risking the school already challenged with its sustainability to offer studies for the students of this group age.

In the meanwhile, the interest to be enrolled in production and technical profiles is not satisfactory within the Municipality of Dragash and these profiles cannot take place.

Only some of the profiles available in the mixed secondary professional school are still considered a second option for those students who fail to successfully enrol in gymnasium.

#### Main challenges:

- Lack of analysis of VET with the labour market;
- Lack of measures for career guidance and counselling;
- Lack of teacher qualification and skills for some professions in high demand in the market;
- Lack of workers and cabinets for VET profiles;
- Establishing cooperation between schools and businesses and institutions for professional practice.

On the other side, these schools have serious shortcomings in creating the conditions for practical work within the school and organizing professional practice in businesses.

The main obstacle when it comes to practical work is the lack of workspaces and labs, whereas in regards to professional practice the main obstacles have to do with the willingness and capacity of businesses to accommodate students for professional practice due to the fact that the Municipality is not sufficiently developed to cover the demand.

Vocational schools in the Municipality of Dragash do not have a career counselling and guidance system in place, whereas another specific challenge the schools face with is the lack of autonomy to sell their products and sales income management, which could improve the working conditions for practical work and professional practice. Constant lobbying efforts are required to establish relations with institutions and businesses so that professional practice can take place.

### 3. Strategic approach for the development of education in the Municipality of Dragash

The strategic approach for the development of education in the Municipality of Dragash defined by the members of the planning group incorporates the vision and mission for education, the values and principles, and the strategic objectives for the development of education for the period 2019-2023.

#### 3.1. Vision, mission, values and principles of education in the Municipality of Dragash

**Vision:** Increase of citizens' welfare, society democratization, development of working culture and knowledge through development of human resources, application of technology in education, development of infrastructure and increase in education services quality.

In terms of development of education, the Municipality of Dragash assumes obligations in relation to the vision, which are summarized in the mission statement.

**Mission:** Provision of quality education to all the children and young people in the municipality that allows for the development of their competences in line with the latest opportunities and attainment of knowledge and values, offering equal opportunities for successful continuation of further education and employment.

The authorities in the Municipality are dedicated to create conditions and offer education in all Pre-University education levels, create a favourable environment that would help the integration of all children and young people in the education system, create a safe and friendly environment, develop professional capacities to offer quality education services for all citizens.

**Education Values** – Democratic decision making in education, diversity and welfare for all children are values highly respected by the Municipality of Dragash. Other specific values include positive climate, mutual respect and trust, ethics and cooperation and respect for traditional values and literary language in schools.

**Principles:** Essential support is provided to principles defined in the curriculum and specific aspects of education in the Municipality of Dragash:

- Transparency and accountability principle;
- Inclusiveness and integration principle;
- Ethics code and confidentiality principle;
- Lifelong learning principle;
- Professionalism principle.

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# **MANAGEMENT AND QUALITY ASSURANCE**



## 3.2. Strategic objectives and measures

The Education Development Plan of the Municipality of Dragash 2019-2023 has five strategic objectives, one for each area of analysis of situation. All strategic objectives serve the purpose of accomplishing the vision and mission stated above.

Area	Strategic Objective
1. Management and governance	S01. Quality and efficient management of education at municipal and school level, based on integration, transparency and accountability
2. Quality Assurance and Teacher Professional Development	S02. Building mechanisms to ensure quality and continuing professional development for quality teaching.
3. Culture and school environment	S03. Creating a suitable school environment and working culture to develop the learning process and free and extra-curricular activities for all the children.
4. Implementation of the new curriculum	S04. Improve the quality of curriculum implementation based on its principles.
5. Vocational Education and Training	S05. Better alignment between professional development and labour market requirements.

### 3.2.1. Management and governance

*Strategic objective 1: Quality and efficient management of education at municipal and school level, based on integration, transparency and accountability*

The education system in Kosovo is decentralized, with special responsibilities for the central level, municipal authorities and education institutions. Financial autonomy, development of professional and management capacities at local level and school level are responsibilities of municipalities and largely depend on quality and efficient management of education at municipal or school level. Building an efficient organizational structure for education management at municipal level, functionalization of governing bodies and working groups at educational institution level in the municipality are the main preconditions to a quality and efficient education management. Professional departments are part of secondary school management; hence, it is necessary to undertake measures for their establishment and functionalization. Special attention should be paid to staff management, budget and finances management in the sector of education, and decision making based on data.

### Measures

#### **Measure: Reviewing organizational structure for the management of education**

Education reforms in progress, responsibilities transferred from the central level to the local level require for a functional review of MED organisational structure. This implies reviewing tasks and responsibilities within the existing structure, filling the vacant positions of education officials in line with the legal framework and budget. A situation analysis and review of existing situation will help the decision making for this stage. Distribution of tasks or appointment of a person in charge with specific tasks for the management of education at municipal level should be done to help with certain aspects related to school functionalization, such as: making professional department and school governing bodies functional, quality assurance, professional development,, etc.

**Measure: Training the MED staff and school management staff**

Quality and efficient management of education is strongly dependent on professional development of staff and managers in educational institutions. The municipality is fully responsible for selection of directors and deputy directors and their professional development. To fulfil the responsibilities in the area, the MED will perform needs assessment for professional development of MED staff and school managers and will organize training offered by MEST, development partners and will provide other forms of professional development from the Municipality itself.

**Measure: Functionalizing governing bodies and special professional teams within educational institutions**

The MED will ensure that all school governing bodies (Governing Council, Parents' Council and Students' Council) and the working groups (The team for prevention and response to drop-outs and non-enrolment (EPRMB), Self-assessment team, etc.) are functional in all schools in the municipality as stipulated in legal provisions. In this regard, the MED will perform a situation analysis to assess the work of these bodies and working groups, will appoint the members of School Governing Councils who represent the municipality and will support schools in establishing or re-establishing these bodies of special importance for the general operation of the school. The MED will regularly ask for reports from schools about the work of these bodies and will monitor their activity.

**Measure: Strengthening professional departments in schools**

According to the situation analysis, the establishment of professional departments in school is relatively formal and they have no significant impact on the quality of teaching. To have the Curricular reform implemented teachers should work in teams to plan the processes and the implementation of the new curriculum and exchange experiences continuously among them. The MED will ensure its support to schools to strengthen their professional departments, offering training opportunities for heads of professional departments and stimulating schools to review the regulation on the activities of professional departments and plans of their work. The appointment of quality coordinators in schools will help to strengthen the professional departments. These coordinators will work closely with professional departments and school director to implement the cycle of quality assurance in schools, paying special attention to development planning, adding much more dynamics to the work of professional departments in schools.

**Measure: Building mechanisms and forms of cooperation for the integration of children of all communities in the Kosovo education system**

Inclusion of students of all communities in the education system is a priority for the Municipality of Dragash and concrete steps will be taken so that all students are included in the education system in the Municipality. Initially, the situation of inclusion of all children in educational institutions in the Municipality should be analysed. A team will be established at municipal level, inviting as representatives from the community, central level and international level. The task of the team is to analyse certain aspects of inclusion in schools and offer a list of recommendations and opportunities for inclusion of all children in the municipality in the education system of the country. Then, in accordance with the situation analysis, an action plan will be drafted and measures will be taken within the responsibilities of Municipality, which ensure the integration of all children in education system of the Republic of Kosovo.

**Measure: Integrating children with special needs**

To ensure the integration of children with special needs in schools, there will be a team established at municipal level to perform a professional assessment of children with special needs. The municipal team will do a situation analysis of practices for the identification and inclusion of children with special needs and opportunities to support them. Based on this analysis, a working plan is drafted, including a description of ways of supporting the municipal professional team and schools in preparing an individual education plan for children with special needs.

To ensure the inclusion of children with special needs, the MED will organize an outreach and awareness campaign that will contribute to parents' sensibilisation, offer teachers training for drafting IEP, stimulate cooperation between schools and the Resource Center in the Municipality of Prizren and along with professional teams will monitor the work of teachers working with the children with special needs.

**Measure: Planning and management of the work with teachers, budget and finance staff in the education sector**

In regards to this measure, the MED will perform a situation analysis of teachers and other staff in schools, changes in the number of students enrolled in the schools in the municipality and based on that will draft a working plan for the management of teachers and other staff in schools for the next five years. In addition, the MED will perform a situation analysis of planning and budget and finance management, and then, based on the analysis and criteria defined by the MEST and the Ministry of Finances, will plan the budget for education for the level. The MED is dedicated to strengthen the autonomy of schools to manage the budget and will monitor the budget management by schools.

**Measure: Creating and maintaining an electronic database at school and MED level for staff data and other data related to education sector**

In order to have a decision-making that is based on data, the MED is dedicated to increase the quality of reporting, create and maintain electronic data at school and municipal level. To accomplish that, the MED will analyse the reporting forms used by schools and their usage. Then it will review the reporting forms, which will be integrated also in the electronic platform containing the data required for schools and municipal level. The schools will be supported to create and maintain their web page.

Internet network and sustainable access will be provided to all schools in the Municipality of Dragash that can be used to update the data as per time frames set and make it possible for teachers and students to use numerous online resources.

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# **QUALITY ASSURANCE AND TEACHER PROFESSIONAL DEVELOPMENT**



### 3.2.2. Quality Assurance and Teacher Professional Development

*Strategic objective 2: Building mechanisms to ensure quality and continuing professional development for quality teaching.*

Quality assurance system in education is the joint responsibility of central education institutions, local authorities and school. Definition of new expectations from the school, standardization of the process of school performance evaluation and school development plan are new requirements from the society and they can only be fulfilled through quality assurance mechanism in place, especially at municipal and school level. Quality Assurance incorporates teacher professional development and, according to the legislation in force, it is the responsibility of municipalities to offer opportunities for professional development to all teachers. School based teacher professional development, based on needs assessment and offered continuously, is one of the most important preconditions to ensure quality teaching and learning in schools.

#### Measures

##### **Measure: Functionalization of the system and quality coordinators**

The Strategy for Quality Assurance in Pre-University Education 2016-2020 and the Administrative Instruction 24-2016 for Quality Assurance in Pre-University Education define the responsibilities of schools and municipality in the field of quality assurance. The MED is dedicated to initially functionalize the position of the quality coordinator at municipal level and then inform all the schools for their own responsibilities and the responsibilities of the quality coordinators. After informing the schools, the MED will undertake measures to have a quality coordinator appointed in every primary and secondary school in the Municipality, in line with the legal provision in force. The MED will ensure that quality coordinators have access to trainings organized by MEST and other parties, it will monitor the work of quality coordinators and their coordination of processes to ensure quality teaching in schools.

##### **Measure: Drafting and implementation of development plan in line with the development plan framework and priorities in education**

The MED will provide the new School Development Plan format and will ask the schools to draft development plans based on the format and school priorities coming from the process of school performance evaluation, priorities set by the MEST, strategic plans and priorities of the Municipality of Dragash defined by the EDP.

The MED will support the schools in the process of development planning by offering training and other forms of support in order to have implementable plans from the schools. The MED will ensure that legal timeframes related to submission of EDP are respected, their analysis and incorporation of school priorities that have a financial cost in the budget planning in the Municipality. In addition, the MED will monitor the implementation of School Development Plans.

##### **Measure: Performing needs analysis for teacher professional development**

To have the teachers professional development done based on their needs and in line with the MEST and the MED priorities, the MED will set up a working group to assess the needs for teacher professional development, consisting of MED officials and local experts. The group will draft a methodology to assess the training needs, will develop

instruments for needs assessment, will provide schools with the instruments, collect and process the data collected from the schools. Based on the needs of teachers for professional development, teacher professional development plans will be developed and the budget will be allocated for their implementation. Such analyses will take place at least biennially. The MED will support schools in drafting individual professional development plans for each teacher and drafting school plans for school based professional development.

### **Measure: Organizing training and other forms of teacher professional development at municipal level and school based**

Initially, there will be an education official assigned at municipal level to organize trainings at municipal level and support the schools to implement school based teacher development plans. Then, the MED, in line with the legal requirements and with the support from the MEST, non-governmental organizations and donators, is planning to ensure the minimal hours for teacher professional development at municipal level. The organization of trainings will be done at municipal level and school level. The MED will make sure that there is continuous monitoring of trainings at school and municipal level.

### **Measure: Creating teachers' professional networks**

Network creation and organisation of various forms of exchanging experiences between teachers is a priority for the MED in Dragash. In this direction, the MED will draft a platform to organise professional network and support schools to exchange the experiences of their teachers within school, professional departments and training. Within the platform, the MED will include the annual meeting plan for teachers from different curricular/subject areas, where discussions about the challenges of quality teaching and other professional topics will take place, and the workshop plan and round tables to discuss professional topics of interest for education in the Municipality of Dragash. To have functional professional teacher networks and to enable discussion of professional topics with the teachers, the MED is planning to organize a summer school for teachers each year, and an annual conference for teaching and teachers' professional development. Through summer school, conferences and different workshops organised with the teachers, the MED aims to achieve the exchange of information and best practices that would help in overcoming challenges.

### **Measure: Monitoring and mentoring teachers**

Continuous monitoring of teachers, according to the legislation into force, is the responsibility of school management. Monitoring teachers is one of the key preconditions to ensure supervision and quality teaching in schools. Hence, the MED will support the school directors to prepare/review teachers' monitoring and mentoring instruments and use them in practice. At school level, teachers will be asked to practice peer mentoring for peer support and counselling purposes, and monitor the classes of each other to learn from the best practices from each other. To promote the best teachers' monitoring and mentoring practices, the MED will organise workshops and meetings with the school directors and education practitioners.



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# **CULTURE AND SCHOOL ENVIRONMENT**



### 3.2.3. Culture and school environment

*Strategic objective 3: Creating a suitable school environment and working culture to develop the learning process and free and extra-curricular activities for all students.*

In the area of culture and school environment, the focus at the municipal level will be in the maintenance of existing buildings and in building sports grounds and corners for recreational activities, repairing school fences and creating green areas in order to meet the main standards that have an impact on quality education.

#### Measures

##### **Measure: Opening the Multi-Cultural Centre**

Although the Municipality of Dragash is focused on opening The Multi-Cultural Centre, whose building is located at the center of the town, it is dedicated to take concrete steps to make the Center functional. Initially, it is foreseen to establish a working group that will perform a situation analysis and draft a detailed project proposal in line with the latest practices for building these type of centers. Then, in accordance with the project proposal, the MED will set the timeframes to furnish the Multi-Cultural Center with the equipment necessary, which later on will be supported in other logistic aspects as well.

Except for these measures, the MED will organize an awareness campaign aiming to involve the students and the community in the education promoted by the Center. The campaign is foreseen to begin with informative sessions organized in schools and neighbourhoods/community to continue with the drafting and distribution of informative materials. The MED will work with the Finances office and the mayor to ensure the necessary budget for the functionalization of the Multi-Cultural Center.

These concrete steps will guide the MED to prepare and open the vacancies for the staff/consultants, who will have the main responsibility for the expansion of concrete activities of the center.

##### **Measure: Reviewing the regulation on education at municipal level**

Taking into account the needs of schools and changes in the way different situations are approached, it is considered appropriate and necessary to change the regulation so that it suits to real situation. The first step is the establishment of a working group from the MED director, to review the regulation on education at municipal level. This working group will prepare the working plan for drafting the regulation that will specify the timeframes for each concrete step. Then after, the final draft regulation on education at municipal level will be discussed with the stakeholders and suggestions received; the document will be finalized and approved in the Municipal Assembly.

Following the approval at municipal level, the new regulation on education will be shared with all the schools so that they can initiate the reviewing process of their internal regulations and have them drafted in compliance with the regulation at municipal level.

##### **Measure: Creating a platform to include parents in school development processes**

When the School Governing Councils become functional in each school, the parents will be encouraged to establish other teams at school level to draft concrete plans for greater involvement of parents in school activities. The first step involves the establishment of teams to draft the action plan. Establishment of such teams will depend on needs and specifics of each school for the involvement of parents based on their abilities and

capacities. These plans should inevitably focus in setting the “Parents’ Day” as well, while the schools in addition to group establishment will ensure to adapt the spaces that will be used as a meeting place and for the activities with the parents. Along with the activities foreseen in the action plan, the school managers in cooperation with the parents will organize lectures and debates focusing on informing parents about the processes taking place at schools, the work with the children, information provided to children and their professional orientation, and building capacities for parent-teacher-students cooperation.

**Measure: Repairing fences and creating green areas in schools that do not have them**

The aim is to have safer schools through fences built around the schoolyards and creation of green areas. The first step is identification of schools that need fences and green areas. Cadastral documents will be examined carefully so that only the parcels owned by school/municipality are fenced. Then projects will be drafted for the fences and green areas, and they will be built after the financial means are provided from government grant or municipality funds or any donator. Valuable contribution is expected from students/the young ecologists in charge of maintaining the green areas.

**Measure: Building of at least five sport grounds**

The focus is the adaptation and building of sports areas that would be used for physical education classes and sports; these spaces will be used also from the neighbourhood and villages around whenever possible, without disturbing the school process. The first step will be identification of schools in need for sports fields/grounds, which already have a location to be used for that purpose. Then the projects will be drafted for the sports fields, which will be built after funds for capital investments have been provided from government grants, municipality funds or donators.

**Measure: Arrangement of at least five corners to be used for recreational activities**

The activity foresees the creation of recreational spaces/corners for students, where they can perform curricular and extra-curricular learning activities. The first step is identification of schools that need these recreational activity corners. Then projects for these multi-functional corners will be prepared. In those schools where the corners for recreational activities will be build, there will be a person appointed among the technical-maintenance staff who will be responsible to maintain them.

**Measure: Equipping the preparatory classes with inventory**

To have the most quality teaching process the existing classrooms of the preparatory classes program are foreseen to be equipped with inventory and other working tools. For this reason it is important to examine the existing inventory in the classrooms used for the group age 5-6 years old and then plan the package with the necessary tools and their budgeting.



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# IMPLEMENTATION OF THE NEW CURRICULUM



### 3.2.4. Implementation of the new curriculum

*Strategic Objective 4: Improve the quality of curriculum implementation based on its principles*

Many factors are key to successful implementation of the new curriculum, starting from the development of new textbooks, preparation of the management staff in schools to the training of teachers for quality education. The implementation of the new competence based curriculum requires the constant support of school and MED quality coordinators and the creation of the network of trainers for curriculum implementation. Another stage of special importance is the continuous monitoring of schools while implementing the new curriculum, including an increased cooperation with parents in all levels. The role of parents is extremely important, especially in defining the needs for development of competencies and attainment of results for their children.

#### Measures

##### **Measure: Organising trainings for directors and heads of professional departments for the new curriculum**

For the implementation of the new competence based curriculum a good organization is needed at municipal level and school, therefore it is important to have training organised for school directors and heads of professional departments so that they can get the required information. The MED is obliged to identify the needs of schools in each curricular area, prepare the list of persons to be trained, set timeframes for the trainings and for the monitoring of the work of directors and heads of departments by MED team/staff. The training should constantly be used to share experiences gained between them and with the others.

##### **Measure: Organizing trainings for teachers for the implementation of the new curriculum**

The MED responsible person in cooperation with the school directors will prepare the list of people who have not been trained for the new curriculum, prepares the training groups by areas of curriculum, identifies additional needs teachers may have which are related to their professional development for the new curriculum, drafts the teachers' training plan and in cooperation with the school organises the training of teachers by areas of curriculum. In cooperation with the MEST, a selection of trainers for different areas will take place, taking into account the timeframes set to begin with the trainings. The activity will include the monitoring part in order to have concrete results during implementation.

##### **Measure: Equipping schools with ICT tools and internet network**

The successful implementation of the KCF needs some materials to enable a full and efficient accomplishment. The municipality is committed to create a separate budget or allocate annual financial means for the extra learning materials needed for the the implementation of the new curriculum. On the other hand, the Municipality will engage to collect all electronic materials in all learning languages in one special portal and share the materials with all the schools. In addition to that, the schools will continue to produce electronic learning materials; all of them will be collected, processed and then distributed. The MED will create a database of existing equipment the schools possess and their needs for technology tools. It will plan the budget for the new tools,

maintenance of equipment and the network and will monitor the usage of equipment and their impact to students' progress in the coming years.

**Measure: Providing a special teaching aid package to each school for the implementation of the KCF**

The MED professional teams in cooperation with the teachers of different profiles will identify the needs of schools for teaching aid. The team will notify the school in advance about the teaching aid included in the package and based on their interest they will present their request to the MED. The MED commission will review their requests and purchase the teaching aid based on priorities defined. The same team will perform periodic visits in schools to verify the extent and the way the teaching aid is used.

**Measure: Training teachers to use technology in teaching**

Based on school needs there will be groups established to support the application of technology. The members of these groups should possess advanced knowledge in ICT. The quality coordinator in school will identify the type of support needed for technology application. The QC will identify the persons within the school who are able to offer the technical support or even cooperate with the schools near them. Whereas the monitoring part will be supported by school team and the MED.



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# **VOCATIONAL EDUCATION AND TRAINING**



### 3.2.5. Vocational Education and Training

*Strategic objective 5: Align education and vocational training and labour market requirements.*

The aim of vocational education and training is to equip students with the competences and skills required in the labour market. Quality vocational education and training and the alignment of education system requirements with the labour market should have an impact in professional development of individuals, in the social welfare and economic development of the country, respectively should increase self-employment and sustainable employment.

It is important for the members of society, respectively parents, to get information about career opportunities for youth. Students that have no interest in academic studies should have the support of parents and teachers for education and training in professional schools.

#### Measures

##### **Measure: Analysing the VET needs in line with the labour market requirements**

The MED in cooperation with the upper secondary school management should perform a labour market analysis and based on the data gathered guide their institutions for the coming years.

A team established at the MED level and educational institution would help to analyse the VET needs. Then, based on results, in cooperation with business representatives and other stakeholders a platform should be created to synchronize the VET programs with the labour market requirements.

In addition, the team will review VET profiles and prepare materials required for the accreditation of new profiles. Beside these activities, staff preparation and accreditation of new profiles has to be done.

As part of this measure, there will be complete information provided on how to get enrolled for the VET profiles, there will be “open doors” days organised, information materials will be produced and distributed, such as brochures and leaflets, and joint fairs will be organized including professional schools and local businesses.

##### **Measure: Organizing counselling and career orientation activities within schools**

To support students in their career orientation, the MED in cooperation with the schools and the VET local council will prepare a platform for counselling and career orientation for young people and adults; the platform will be the basis for the organization of counselling and career guidance activities. In order to have a quality organization of counselling and career guidance activities, a group of teachers will be trained, there will be career consultants in schools who will cooperate with the teachers in this area and organise lectures, workshops, visit institutions, businesses and companies for consultation and counselling of youth and adults.

##### **Measure: Adapting cabinets for professional practice and equipping them with adequate tools**

The classrooms to be used for professional practice will be adapted within the institution; this will be done in cooperation with the businesses within the region and beyond. The

measure will be implemented in close cooperation with the central level (the MEST and the MLSW) and other stakeholders. A situation analysis of professional school and school profiles will take place, detailed technical aspects of workspaces will be specified and the workspaces will be equipped with the necessary equipment and tools based on the respective plan drafted.

**Measure: Building cooperation between schools and businesses for professional practice**

The school team and quality coordinator will work together to build cooperation with businesses. The Municipality of Dragash will establish contacts with businesses operating in the region to review the cooperation possibilities, with the purpose of organizing professional practice for the students of professional school. To this end, businesses and their capacity to accommodate students for professional practice in relevant profiles should be identified. Vocational schools will be responsible to assign students to businesses for professional practice purposes and monitor their activities during the professional practice period.

**Measure: Training VET teachers in respective areas**

Adequate trainings aiming to strengthen the respective VET areas will be provided based on the needs of teachers. To implement this measure, it is necessary to perform needs assessment for the staff, set the timeframes for trainings and monitor the work in classrooms and respective workspaces.

**Measure: Organizing informal education (for adults)**

In order to have informal education offered to adults in the Municipality of Dragash, there will be commitment from all the stakeholders from the MED, school team and management staff. The education for adults should be offered in line with legal requirements and procedures. In cooperation with the MEST, there will be trainings organised for the teachers working with adults to build their capacities. Hence, a regulation on informal education management is needed. In addition, there will be a special database created for adult education, which will be updated regularly based on timeframes set. This way the school and the MED will have the list of staff available.

### 3.3. Risk analysis and preventive measures

Risk analysis for the education development plan is done based on areas of intervention. In this planning stage, the assumptions made during the situation analysis have been analysed and the risks (external factors beyond MED and school management control) that could affect negatively the achievement of objectives and preventive measures to be taken have been assessed. Table 5 presents the risks identified and preventive measures as well.

Table 5. Risk analysis for the Education Development Plan

SO1: Quality and efficient management of education at municipal and school level, based on integration, transparency and accountability			
Risk	Probability 1- Low 2- Average 3- High	Impact 1- Low 2- Average 3- High	Preventive measures
1. Lack of institutional support to integrate students of Gorani community	1- Low	3- High	<ul style="list-style-type: none"> <li>Sharing responsibilities to have institutional support</li> <li>Drafting concrete plans to integrate students of Gorani community</li> </ul>
2. Lack of interest on behalf of Gorani community students to integrate into the Dragash education system	3- High	3- High	<ul style="list-style-type: none"> <li>Outreach campaign</li> <li>Contacts with international institutions</li> </ul>
3. Disapproval of vacant positions in MED	1- Low	2- Average	<ul style="list-style-type: none"> <li>Pursuing legal remedies to ensure the approval of positions</li> <li>Information about the tasks and responsibilities</li> </ul>
4. Politicization of selection process for school management	1- Low	3- High	<ul style="list-style-type: none"> <li>Transparent criteria and procedure for the recruitment of school management</li> <li>Information provided in time</li> <li>Involvement of representatives from SGBs in selection of directors/deputy directors</li> </ul>
SO2: Building mechanisms to ensure quality and continuing professional development for quality teaching			
Risk	Probability 1- Low 2- Average 3- High	Impact 1- Low 2- Average 3- High	Preventive measures
2.1. Ensuring positions for quality coordinator	1- Low	3- High	<ul style="list-style-type: none"> <li>A detailed plan to accommodate quality coordinators</li> <li>Informing schools about their responsibilities in regards to quality assurance</li> <li>Respecting criteria used to select quality coordinators</li> </ul>
2.2. Non-performance of external evaluation for school performance	2- Average	2- Average	<ul style="list-style-type: none"> <li>Monitoring internal school evaluation</li> <li>Supporting teams in their self-evaluation</li> <li>Creating cooperation networks</li> </ul>
2.3. Non-application of teachers' performance evaluation system	2- Average	3- High	<ul style="list-style-type: none"> <li>Monitoring of teachers by school directors</li> <li>Analysis of monitoring reports</li> </ul>

2.4. Lack of budget for trainings	3- High	3- High	<ul style="list-style-type: none"> <li>▪ Practising training for school based TPD</li> <li>▪ Informing teachers about the recognition of school based TPD for the licensing system</li> </ul>
<b>SO3: Creating a suitable school environment and working culture to develop the learning process and free and extra-curricular activities for all the</b>			
<b>Risk</b>	<b>Probability</b> 1- Low 2- Average 3- High	<b>Impact</b> 1- Low 2- Average 3- High	<b>Preventive measures</b>
3.1 Lack of sidewalks near schools	3- High	3- High	<ul style="list-style-type: none"> <li>• Providing signalization near schools</li> </ul>
3.2 Non-inclusion of children with special needs in school	3- High	3- High	<ul style="list-style-type: none"> <li>• Organizing awareness campaigns</li> <li>• Establishing the team for children with special needs</li> </ul>
3.3 Decreasing number of children in classes	3- High	3- High	<ul style="list-style-type: none"> <li>• Building cooperation with the data registration centers</li> <li>• Performing planning based on the data received regarding the number of children in schools</li> </ul>
<b>SO4: Improve the quality of curriculum implementation based on its principles</b>			
<b>Risk</b>	<b>Probability</b> 1- Low 2- Average 3- High	<b>Impact</b> 1- Low 2- Average 3- High	<b>Preventive measures</b>
4.1 Resistance toward inclusion and implementation of KCF in teaching	1- Low	3- High	<ul style="list-style-type: none"> <li>• Providing information about curriculum, trainings, monitoring and continuous counselling</li> <li>• Re-accommodation of teachers within the school</li> </ul>
4.2 Lack of new text books in line with the KCF	2- Average	3- High	<ul style="list-style-type: none"> <li>• Provision of additional materials</li> <li>• Preparation of materials</li> <li>• Cooperation with the MEST and other institutions</li> </ul>
<b>SO5: Alignment of education and vocational training with labour market requirements</b>			
<b>Risk</b>	<b>Probability</b> 1- Low 2- Average 3- High	<b>Impact</b> 1- Low 2- Average 3- High	<b>Preventive measures</b>
5.1 Lack of support from the Agency for VET and Adult Education	1- Low	3- High	<ul style="list-style-type: none"> <li>• Fostering communication and cooperation</li> <li>• Performing needs analysis for VET</li> </ul>
5.2 Failure to ensure professional practice for VET	1- Low	3- High	<ul style="list-style-type: none"> <li>• Signing Cooperation Agreements</li> <li>• Drafting a plan for students' inclusion in professional practice</li> <li>• Monitoring professional practice</li> </ul>

## 4. Implementation plan and the budget

The implementation plan and the budget are prepared for the entire Education Development Plan period. The total EDP implementation cost for the period 2019-2023 is estimated to be €663,000. Both the implementation plan and the budget planning for the EDP period are only estimates and they need to be reviewed annually. Prior to any budget year, municipal authorities have to carefully analyse the budgetary limits set by the Ministry of Finance and cooperate with the MEST to prepare a detailed activity plan for the respective year.

The major part of expenses for the implementation of the EDP is foreseen to be covered by means provided from Kosovo budget and municipal own revenues and resources, whereas a part of them depends on the support from donators. Municipal authorities should get in contact with them and prepare projects to apply with whenever a call to support the education area is opened by donators. Table 6 below presents a summary of the budget required for the implementation of EDP by areas of intervention.

Table 6. Summary of budget for the Education Development Plan

Intervention areas	Budget per year					Total
	2019	2020	2021	2022	2023	
1. Management and governance	€4,800	€3,700	€9,160	€12,820	€12,420	€42,900
2. Quality Assurance and Teacher Professional Development	€6,900	€5,900	€5,900	€5,900	€6,900	€31,500
3. Culture and school environment	€77,600	€97,600	€97,600	€53,100	€53,100	€379,000
4. Implementation of the new curriculum	€36,200	€35,600	€38,700	€43,100	€43,800	€197,400
5. Vocational Education and Training	€2,800	€2,200	€2,200	€2,800	€2,200	€12,200
<b>Total</b>	<b>€128,300</b>	<b>€145,000</b>	<b>€153,560</b>	<b>€117,720</b>	<b>€118,420</b>	<b>€663,000</b>

This budget summary does not include operating expenses (salaries, regular facility maintenance, municipal expenses, heating expenses, etc.). The majority of expenses in the plan are capital expenses and development program expenses for the advancement of education services in line with strategic priorities.

Below there is a detailed plan of activities and an estimate of budget costs based on objectives and measures presented in the Education Development Plan in the Municipality of Dragash for the period 2019-2023.

## Appendix 1: Implementation plan and budget 2019-2023

### 1. Management and governance

SO1. Quality and efficient management of education at municipal and school level, based on integration, transparency and accountability											
Measure 1.1: Review of organizational structure for the management of education at municipal level											
Code	Activity	Implementation period	Responsibility	Institution/s supporting organisation	Cost description	BUDGET (EUR)					
						2019	2020	2021	2022	2023	Total
1.1.1	Establishing the working group to review the organizational structure	January - February 2019	MED		/	/	/	/	/	/	/
1.1.2	Examining and reviewing division of duties among education officials in MED	March- June 2019	Working Group	MED	/	/	/	/	/	/	/
1.1.3	Reviewing organizational structure for the management of education at municipal level	March -June 2019	Working Group	MED	/	/	/	/	/	/	/
1.1.4	Completing the team of education officials with two education officials	January 2021 (recruitment of an official January 2022 (recruitment of the second official))	MED	Staff office	Recruitment of two education officials 12 months X €405 per month = €4860 + experience	/	/	€4,860	€9,720	€9,720	€24,300
<b>Subtotal 1.1.</b>								€4,860	€9,720	€9,720	€24,300

<b>Measure 1.2: Organizing trainings for the MED staff and school management</b>											
Code	Activity	Implementation period	Responsibility	Institution/Supporting Organization	Cost description	BUDGET (EUR)					
						2019	2020	2021	2022	2023	Total
1.2.2	Appointing an education official to identify the needs for professional development for the MED staff and school management	January 2019	MED		/	/	/	/	/	/	/
1.2.1	Identify the needs for professional development for the MED staff and school management	January - February 2019	MED and school directors		/	/	/	/	/	/	/
1.2.2	Selection of staff/organizing the provision of trainings	February 2019	MED		/	/	/	/	/	/	/
1.2.3	Organizing trainings for education and school management	Starting from March 2019	MED	Donators + MA Dragash	20 participants x 5 days per year x Eur 8 per day per one participant = €800 per year	€800	€800	€800	€800	€800	€4.000
<b>Subtotal 1.2.</b>						€800	€800	€800	€800	€800	€4.000
<b>Measure 1.3: Functionalizing the governing bodies and special professional teams within education institutions</b>											
Code	Activity	Implementation period	Responsibility	Institution/Supporting Organization	Cost description	BUDGET (EUR)					
						2019	2020	2021	2022	2023	Total

1.3.1	Analysis performed to define whether governing bodies in schools are functional	January 2019	School directors	MED	/	/	/	/	/	/	/
1.3.2	Establishing and re-establishing governing bodies and working teams	February 2019- in accordance with the school needs	School directors	MED	/	/	/	/	/	/	/
1.3.3	Training SGB and working group members at school level	September – December 2019	MED School directors	Donators + MA Dragash	25 participants in a group x 3 training days x 8 Euro per one participant per one day = Euro 600 for a group in a year	€ 600	€ 600	€ 600	/	/	€ 1.800
1.3.4	Reviewing the regulations regulating the work of the governing bodies	February 2019- in accordance with the school needs	School directors	MED	/	/	/	/	/	/	/
1.3.5	Drafting the working plans for the governing bodies and working teams	February 2019- in accordance with the school needs	School directors	MED	/	/	/	/	/	/	/
1.3.6	Monitoring the work of the governing bodies and working teams	Constantly	School directors	MED	/	/	/	/	/	/	/
<b>Subtotal 1.3.</b>						€ 600	€ 600	€ 600			€ 1.800

Measure 1.4: Functionalizing professional departments (PDs) in schools											
Code	Activity	Implementation period	Responsibility	Institution/Supporting Organization	Cost description	BUDGET (EUR)					Total
						2019	2020	2021	2022	2023	
1.4.1	Analysis of PD functioning	May -June 2019	School directors	MED							
1.4.2	Establishing and re-establishing PDs at school and municipal level	June- August 2019	School directors	MED	/	/	/	/	/	/	/
1.4.3	Training heads of PDs and officials monitoring PDs	Starting from July - August - 2019	MED	Donators (GIZ)	25 participants in one group x 5 training days x 8 Euro per one participant per one day = Euro 1000 for a group ( one group per year)	€1000	€1000	€1000	€1000	/	€4.000
1.4.4	Reviewing the regulations regulating the work of professional departments	August 2019 -depending on needs	School directors	MED	/	/	/	/	/	/	/
1.4.5	Drafting working plans for professional departments at municipal and school level	August 2019 -depending on needs	School directors	MED	/	/	/	/	/	/	/
1.4.6	Monitoring the work of the PDs	Constantly	School directors	MED	/	/	/	/	/	/	/
<b>Subtotal 1.4.</b>						<b>€1000</b>	<b>€1000</b>	<b>€1000</b>	<b>€1000</b>		<b>€4.000</b>

<b>Measure 1.5: Building mechanisms and forms of cooperation for the integration of children of all communities in the Kosovo education system</b>											
<b>Code</b>	<b>Activity</b>	<b>Implementation period</b>	<b>Responsibility</b>	<b>Institution/S supporting Organization</b>	<b>Cost description</b>	<b>BUDGET (EUR)</b>					<b>Total</b>
						<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	
1.5.1	Establishing a working group of five members to analyse the situation and support integration	January – June 2019	The mayor	International partners MEST MED	/	/	/	/	/	/	/
1.5.2	Situation analysis – identification of challenges, opportunities	January – June 2019	MED and Working Group	MEST & International partners	/	/	/	/	/	/	/
1.5.3	Discussions with the community and central level authorities, international mechanisms	Constantly June 2019	MED and Working Group	MEST & International partners	/	/	/	/	/	/	/
1.5.4	Drafting a plan to integrate students of all communities	June 2019	MED and Working Group	MEST & International partners	/	/	/	/	/	/	/
1.5.5	Implementation of a plan to integrate the challenges and deadlines	As per the plan approved	As per the responsibilities defined	MEST & International partners	The Municipality allocates Eur 500 each year for plan implementation	€500	€500	€500	€500	€500	€2,500
<b>Subtotal 1.5.</b>						<b>€500</b>	<b>€500</b>	<b>€500</b>	<b>€500</b>	<b>€500</b>	<b>€2,500</b>

Measure 1.6: Integration of children with special needs											
Code	Activity	Implementation period	Responsibility	Institution/S supporting Organization	Cost description	BUDGET (EUR)					Total
						2019	2020	2021	2022	2023	
1.6.1	Situation analysis and identification of children with special needs	January - June 2019	MED	MEST	/	/	/	/	/	/	/
1.6.2	Establishing a team to assess the students with special needs	June– August 2019	The mayor MED	CSW MFHC	/	/	/	/	/	/	/
1.6.3	Outreach and awareness campaign to raise parents awareness	September 2019 An awareness activity each year	Professional team and MED	Red Cross Handikos MEST	The municipality, with the support of partners, allocates Eur 500 each year	€ 500	€ 500	€ 500	€ 500	€ 500	€ 2,500
1.6.4	Assessing cases of children with special need	As needed	Professional team	School directors and the MED	/	/	/	/	/	/	/
1.6.5	Training professional team and teachers on EIP	Starting from June - August 2019	MED Professional team	MEST and Save the Children	25 participants X Eur 8 per one participant X 3 days = €600	€600	/	€600	/	€600	€ 1,800
1.6.6	Drafting IEP for children with special needs	As needed * constantly	Teacher and the team	MED Respective school	/	/	/	/	/	/	/
<b>Subtotal 1.6.</b>						€1100	€500	€1100	€500	€ 1100	€4,300

<b>Measure 1.7: Planning and management of the work with teachers, budget and finance staff in the education sector</b>											
<b>Code</b>	<b>Activity</b>	<b>Implementation period</b>	<b>Responsibility</b>	<b>Institution/Supporting Organization</b>	<b>Cost description</b>	<b>BUDGET (EUR)</b>					
						<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>Total</b>
1.7.1	Situation analysis of teachers and other staff in schools	February – May 2019	MED	School directors and the Staff office	/	/	/	/	/	/	/
1.7.2	Drafting a plan for the work with the staff for the next three years	June- August 2019	MED	Staff office	/	/	/	/	/	/	/
1.7.3	Situation analysis of budget planning and finance	June- August 2019	MED	Staff office	/	/	/	/	/	/	/
1.7.4	Budget planning using the formula and criteria set by MEST and MoF	June- August 2019	MED	Staff office	/	/	/	/	/	/	/
1.7.5	Budget monitoring and implementation	September 2019 - ongoing	MED	Staff office	/	/	/	/	/	/	/
<b>Subtotal 1.7.</b>											
<b>Measure 1.8: Creation and maintenance of an electronic database at school and municipal level for staff data and other data in the education sector</b>											
<b>Code</b>	<b>Activity</b>	<b>Implementation period</b>	<b>Responsibility</b>	<b>Institution/Supporting Organization</b>	<b>Cost description</b>	<b>BUDGET (EUR)</b>					
						<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>Total</b>
1.8.1	Preparing a platform to create a database	March- June 2019	MED	Information Office- IT official	/	/	/	/	/	/	/
1.8.2	Reviewing the reporting forms and usage of data for decision making	April - June 2019	MED	Information Office- IT official	/	/	/	/	/	/	/
1.8.3	Designing the Database at municipal level	June- August 2019	MED	Information Office- IT official	The Municipality allocates Eur 500	€500	/	/	/	/	€500

1.8.4	Informing teachers, directors and parents	August – September 2019	MED	School directors	/	/	/	/	/	/	/
1.8.5	Constant maintenance of Database	Constantly	MED	Information Office- IT official	/	/	/	/	/	/	/
1.8.6	Creating a web page at school and municipal level	March 2019 constantly	The school-ICT Teacher	Municipal Assembly Dragash IT official	The Municipality allocates Eur 300 each year for creation and maintenance of web pages	€300	€ 300	€300	€300	€300	€1,500
<b>Subtotal 1.8.</b>						€800	€300	€300	€300	€300	€2,000
<b>Total Objective 1:</b>						<b>€4,800</b>	<b>€3,700</b>	<b>€9,160</b>	<b>€12,820</b>	<b>€12,420</b>	<b>€42,900</b>

## 2. Quality Assurance and Teacher Professional Development

Strategic objective 2: Building mechanisms to ensure quality and continuing professional development for quality teaching											
Measure 2.1: Functionalization of the system and quality coordinators											
Code	Activity	Implementation period	Responsibility	Institution/Supporting Organization	Cost description	BUDGET (EUR)					
						2019	2020	2021	2022	2023	Total
2.1.1	Informing all schools about their role in assuring quality and criteria for the selection of quality coordinators, their tasks and responsibilities	March –June 2019	MED Schools		/	/	/	/	/	/	/
2.1.2	The system of quality coordinators at municipal and school level according to legal criteria	June – August	MED	School directors	/	/	/	/	/	/	/

2.1.3	Training quality coordinators	June 2019	MED and school directors	MEST	25 participants X5 training days X €8 per day per 1 participant =€1000	€1000	/	/	/	€1000	€2,000
2.1.4	Drafting the working plan for the quality coordinators	June–August 2019	Quality coordinators	MED and the schools	/	/	/	/	/	/	/
2.1.5	Monitoring the work of quality coordinators at school level	Constantly	MED –QC School directors	MEST MED	/	/	/	/	/	/	/
<b>Subtotal 2.1</b>						€1000				€1000	€2,000
<b>Measure 2.2: Implementing the school performance assessment system</b>											
Code	Activity	Implementation period	Responsibility	Institution/Supporting Organization	Cost description	BUDGET (EUR)					
						2019	2020	2021	2022	2023	Total
2.2.1	Providing the package of school performance documents and informing schools	March 2019	MED	DEI	The MED allocates Eur 300 each year for materials and their distribution in schools	€300	€300	€300	€300	€300	€1,500
2.2.2	Establishing self-evaluation teams	April 2019	Schools	MED	/	/	/	/	/	/	/
2.2.3	Drafting the working plan for school performance evaluation				/	/	/	/	/	/	/
2.2.4	Training self-evaluation teams	Starting from April - June 2019	MED and school directors	MEST	25 participants X 5 training days X €8 per day per 1 participant =€1000 X 3 years	€1000	€1000	€1000	€1000	€1000	€ 5000

2.2.5	Implementing self -evaluation system and monitoring the work of the teams	May August every school year	Schools	MED	/	/	/	/	/	/	/
<b>Subtotal 2.2</b>						€100 0	€100 0	€100 0	€100 0	€100 0	€ 5000
<b>Measure 2.3: Drafting and implementing development plans as per the development plan framework and priorities in education</b>											
Code	Activity	Implement ation period	Responsibili ty	Institution/Su pporting Organization	Cost description	BUDGET (EUR)					
						2019	2020	2021	2022	2023	Total
2.3.1	Distribution of the new SDP format	January 2019	MED and the schools		/	/	/	/	/	/	/
2.3.2	Establishing development plan teams	February 2019	MED and the schools		/	/	/	/	/	/	/
2.3.3	Drafting the working plan for the development plan	Until May 2019 and each year it takes place in the same way	Schools	MED	/	/	/	/	/	/	/
2.3.4	Training planning teams	Starting from April 2019	Schools	MED	MED allocates Eur 300 each year for the training of school teams on development plan ( 2 groups x Eur 150 per group)	€300	€300	€300	€300	€300	€1,500
2.3.5	Drafting/reviewing the SDP based on evaluation reports and their submission to MED as per deadlines and procedures	Each year in the first part of the year	Schools	MED DEFD	/	/	/	/	/	/	/
2.3.6	Monitoring SPD implementation	In progress	Schools	MED DEFD	/	/	/	/	/	/	/

						€300	€300	€300	€300	€300	€1,500
<b>Subtotal 2.3</b>											
<b>Measure 2.4: Needs analysis for teacher professional development</b>											
Code	Activity	Implementation period	Responsibility	Institution/Supporting Organization	Cost description	BUDGET (EUR)					
						2019	2020	2021	2022	2023	Total
2.4.1	Establishing the working group	January - February 2019	MED School directors	DTPD-MEST	/	/	/	/	/	/	/
2.4.2	Drafting the methodology and performing needs analysis for TPD	February - May 2019	The team - working group	MED	/	/	/	/	/	/	/
2.4.3	Drafting the plans for teacher professional development (Individual plans at school, municipal level)	May - July 2018	The team - working group	MED	/	/	/	/	/	/	/
2.4.4	Budget allocation for TPD	August 2019	MED and the DEFD	MEST	The Municipality allocates Eur 3000 each year to cover the needs for teachers' professional development	€300 0	€300 0	€300 0	€300 0	€300 0	€15,00 0
<b>Subtotal 2.4</b>						€300 0	€300 0	€300 0	€300 0	€300 0	€15,00 0
<b>Measure 2.5: Organizing training and other forms of teacher professional development at municipal level and school based</b>											
Code	Activity	Implementation period	Responsibility	Institution/Supporting Organization	Cost description	BUDGET (EUR)					
						2019	2020	2021	2022	2023	Total

2.5.1	Appointment of an official, responsible person at municipal level to organize trainings	January 2019	MED	MEST	/	/	/	/	/	/	/
2.5.2	Ensuring access to trainings organized by MEST and institutions and other organisations	Constantly	The training official and school directors	MEST	/	/	/	/	/	/	/
2.5.3	Organizing trainings at school and municipal level	Constantly	The training official and school directors	MEST	With the budget planned in the activity from the measure 2.4.4	/	/	/	/	/	/
2.5.4	Monitoring trainings at school and municipal level	Constantly	The training official and school directors	MEST and training providers	With the budget planned in the activity from the measure 2.4.4	/	/	/	/	/	/
<b>Subtotal 2.5</b>						/	/	/	/	/	/
<b>Measure 2.6: Creating teachers' professional networks</b>											
Code	Activity	Implementation period	Responsibility	Institution/Supporting Organization	Cost description	BUDGET (EUR)					
						2019	2020	2021	2022	2023	Total
2.6.1	Drafting the platform for the organization of teachers' professional networks	January-May 2019	MED and school directors		/	/	/	/	/	/	/
2.6.2	Organizing meetings to exchange experiences	Continuously according to the plan	School directors	MED	/	/	/	/	/	/	/
2.6.3	Organizing an annual conference for teaching and PD	June-August 2019	MED and school directors	MEST	MED allocates Eur 300 each year for the organization of annual conference on TPD	€300	€300	€300	€300	€300	€1,500

2.6.4	Organizing the "Summer School"	July- August 2019	MED	DCYS DEFD	5 years X €1.000 =€5.000	€1.000	€1.000	€1.000	€1.000	€1.000	€5,000
<b>Subtotal 2.6</b>						€1300	€1300	€1300	€1300	€1300	€ 6,500
<b>Measure 2.7: Monitoring and mentoring of teachers</b>											
Code	Activity	Implementation period	Responsibility	Institution/Supporting Organization	Cost description	BUDGET (EUR)					
						2019	2020	2021	2022	2023	Total
2.7.1	Reviewing teachers' monitoring and mentoring instruments	March -June 2019	School directors	MED	/	/	/	/	/	/	/
2.7.2	Continuous monitoring and mentoring of teachers	Constantly	School directors	MED	/	/	/	/	/	/	/
2.7.3	Peer mentoring among teachers in order to exchange experiences	Constantly	School directors	MED	/	/	/	/	/	/	/
2.7.4	Organizing workshops and meetings to exchange mentoring and monitoring experiences	Constantly	School directors	MED	MED allocates Eur 300 each year for the workshops that are related to monitoring and mentoring of teachers	€300	€300	€300	€300	€300	€1,500
<b>Subtotal 2.7</b>						€300	€300	€300	€300	€300	€1,500
<b>Total Objective 2:</b>						<b>€6,900</b>	<b>5,900</b>	<b>5900</b>	<b>5,900</b>	<b>€6,900</b>	<b>€31,500</b>

### 3. Culture and school environment

SO3. Creating a suitable school environment and working culture to develop the learning process and free and extra-curricular activities for all the children.											
Measure 3.1: Opening the Multi-Cultural Centre											
Code	Activity	Implementation period	Responsibility	Institution/S supporting Organization	Cost description	BUDGET (EUR)					Total
						2019	2020	2021	2022	2023	
3.1.1	Establishing a working group to draft the Multi-Cultural Centre project	January 2019	MED	DLRS and MED	/	/	/	/	/	/	/
3.1.2	Drafting a state-of-the-art project for the Multi-Cultural Centre	February 2019	Working Group and the MED	DLRS and MED	/	/	/	/	/	/	/
3.1.3	Setting timeframes for the inventarization of the Multi-Cultural Centre	March - April 2019	Working Group and the MED	DLRS and donators	/	/	/	/	/	/	/
3.1.4	Awareness campaign for the initiation of the Multi-Cultural Centre	April- May 2019	Working Group and the MED	DLRS and donators	/	/	/	/	/	/	/
3.1.5	Drafting and distribution of information materials at the opening of the Multi-Cultural Centre	May 2019	Working Group and the MED		/	/	/	/	/	/	/
3.1.6	Opening vacancies for the staff to be engaged in various activities organized in the Center	May 2019	Working Group - MED Municipal Assembly		/	/	/	/	/	/	/
3.1.7	Budget allocation to make the Multi-Cultural Centre functional	April- May 2019	MED Municipal Assembly	Donators	The Municipality	€1.000	€1.000	€1.000	€1.000	€1.000	€5,000

					allocates Eur 1000 each year for the activities taking place at the Multi-Cultural Centre						
<b>Subtotal 3.1</b>						€1.000	€1.000	€1.000	€1.000	€1.000	€5.000
<b>Measure 3.2: Reviewing the regulation on education at municipal level</b>											
Code	Activity	Implementation period	Responsibility	Institution/Supporting Organization	Cost description	BUDGET (EUR)					Total
						2019	2020	2021	2022	2023	
3.2.1	Establishing a working group to review the Regulation regulating education at municipal level	January - February 2019	MED	/	/	/	/	/	/	/	/
3.2.2	Defining the working plan and drafting the regulation	January - February 2019	MED	/	/	/	/	/	/	/	/
3.2.3	Discussing the draft regulation on education at municipal level with the stakeholders	April 2019	MED	/	/	/	/	/	/	/	/
3.2.4	Finalizing the document and its approval in the Municipal Assembly	May 2019	MED	/	/	/	/	/	/	/	/

3.2.5	Reviewing schools' internal regulations based on the municipal regulation as a reference	June–August 2019	Schools and the MED	/	/	/	/	/	/	/	/
3.2.6	Monitoring the implementation of regulations	Constantly	Schools and the MED	/	/	/	/	/	/	/	/
<b>Subtotal 3.2</b>											
<b>Measure 3.3: Creating a platform to include parents in school development processes</b>											
Code	Activity	Implementation period	Responsibility	Institution/Supporting Organization	Cost description	BUDGET (EUR)					Total
						2019	2020	2021	2022	2023	
3.3.1	Establishing a team to draft the action plan	March 2019	MED	Schools	/	/	/	/	/	/	/
3.3.2	Drafting an action plan for the inclusion of parents in schools - each school develops the plan based on its possibilities and capacities	March-May 2019	Schools	MED	/	/	/	/	/	/	/
3.3.3	Setting the day for the "Parents Day" – focus on the parents, to have them as close as possible to the schools	According to the plan	MED	Parents' Council at country level (MEST)	/	/	/	/	/	/	/
3.3.4	Creating spaces and corners to meet the parents	June–August 2019	School directors	MED	/	/	/	/	/	/	/
3.3.5	Organization of lectures/debates/projects from parents for students and teachers	Based on plans at school level	School directors	MED	The MED allocates Eur 500 each year for activities	€ 500	€ 500	€ 500	€ 500	€ 500	€ 2.500

					involving parents							
<b>Subtotal 3.3</b>						€ 500	€ 500	€ 500	€ 500	€ 500	€ 2.500	
<b>Measure 3.4: Repairing fences and green spaces in schools</b>												
Code	Activity	Implementation period	Responsibility	Institution/Supporting Organization	Cost description	BUDGET (EUR)						
						2019	2020	2021	2022	2023	Total	
3.4.1	Identification of schools that need fences and green spaces	February – April 2019	MED and school directors		/	/	/	/	/	/	/	
3.4.2	Drafting projects for fence repairing	February – May 2019	MED	Project office in the municipality	/	/	/	/	/	/	/	
3.4.3	Drafting projects for green areas	February – May 2019	MED	Project office in the municipality	/	/	/	/	/	/	/	
3.4.4	Building fences	Starting from June-August 2019	MED Municipality of Dragash		The fences for three schools (as per KCF plan) 3X15.000= €45,000	€15.000	€15.000	€15.000			€45.000	

3.4.5	Creating green areas and maintaining them	Starting from June-August 2019	MED Municipality of Dragash		Green areas for three schools (as per KCF plan) 3X5.000 = €15,000	€5,000	€5,000	€5,000			€15.000
3.4.6	Engaging the groups of ecologists within schools to maintain the green areas	September -October 2019 Constantly	Schools	MED	The MED allocates Eur 300 each year for the maintenance of green areas	€300	€300	€300	€300	€300	€1,500
<b>Subtotal 3.4</b>						€20.300	€20.300	€20.300	€300	€300	€61.500
<b>Measure 3.5: Building of at least five sports fields</b>											
Code	Activity	Implementation period	Responsibility	Institution/Supporting Organization	Cost description	BUDGET (EUR)					
						2019	2020	2021	2022	2023	Total
3.5.1	Identifying schools that need sports fields	January 2019	The MED and school directors		/	/	/	/	/	/	/
3.5.2	Drafting projects for sports fields/grounds	January 2019	The MED and Municipal Assembly	Project office in the municipality	/	/	/	/	/	/	/
3.5.3	Building sports fields/grounds	Starting from May-	The MED and	Donators	5 sports fields X €40,000= € 200.000	€40.000	€40.000	€40.000	€40.000	€40.000	€200.000

		August 2019	Municipal Assembly								
3.5.4	Maintaining sports field	Constantly	Schools	Municipal Assembly Dragash	The Municipality allocates Eur 1000 each year for the maintenance of sports grounds in schools	€1.000	€1.000	€1.000	€1.000	€1.000	€5,000
<b>Subtotal 3.5</b>						€41.000	€41.000	€41.000	€41.000	€41.000	€205.000
<b>Measure 3.6: Arrangement of at least five corners for recreational activities</b>											
Code	Activity	Implementation period	Responsibility	Institution/Supporting Organization	Cost description	BUDGET (EUR)					
						2019	2020	2021	2022	2023	Total
3.6.1	Drafting the projects for recreational activity corners	January 2019	The MED and the KCF	Project office in the municipality	/	/	/	/	/	/	/
3.6.2	Arrangement and maintenance of recreational activity corners	Starting from June-August 2019	The MED and the KCF		5 corners for recreational activities X €10.000 = €50.000	€10.000	€10.000	€10.000	€10.000	€10.000	€50.000
<b>Subtotal 3.6</b>						€10.000	€10.000	€10.000	€10.000	€10.000	€50.000
<b>Measure 3.7: Equipping the preparatory classes with the inventory</b>											
Code	Activity	Implementation period	Responsibility	Institution/Supporting	Cost description	BUDGET (EUR)					
						2019	2020	2021	2022	2023	Total

				Organizat ion							
3.7.1	Analysis of inventory needs	January - March 2019	MED and the schools		/	/	/	/	/	/	/
3.7.2	Planning the inventory	March- April 2019	MED and the schools	MEST	/	/	/	/	/	/	/
3.7.3	Provision of necessary inventory	May- August 2019	MED and the schools	Caritas Switzerlan d TIKA	11 classrooms X €5.000 the inventory for one classroom = €55.000	€5.000	€25.00 0	€25.000	/	/	€55.00 0
3.7.4	Completing and maintaining the inventory in preparatory classrooms	May- August 2019	MED and the schools	Caritas Switzerlan d TIKA	The Municipality allocates Eur 500 for the last two years in this plan for inventory maintenance	€5.000	€25.00 0	€25.000	€500	€500	€1.000
<b>Subtotal 3.7</b>						€5,000	€25.00 0	€25.000	€500	€500	€56.00 0
<b>Total Objective 3:</b>						<b>€77,60 0.00</b>	<b>€97,60 0.00</b>	<b>€97,600. 00</b>	<b>€53,10 0.00</b>	<b>53,100. 00 €</b>	<b>€ 379.00 0</b>

#### 4. Implementation of the new curriculum

<b>Strategic objective 4: Improve the quality of curriculum implementation based on its principles</b>											
<b>Measure 4.1: Organisation of trainings for directors and heads of PDs in regards to the new curriculum</b>											
Code	Activity	Implementatio n period	Responsib ility	Institutio n/Support ing	Cost description	BUDGET (EUR)					
						2019	2020	2021	2022	2023	Total

				<b>Organization</b>							
4.1.1	Identification of training needs for the schools by areas of curriculum	January- March 2019	MED	School directors	/	/	/	/	/	/	/
4.1.2	Organisation of trainings for directors and heads of PDs for the new curriculum	January - March 2019 starting from spring break	MED	MEST	The MED allocates Eur 600 each year for the training of school management staff for the new curriculum	€ 600	€ 600	€ 600	€ 600	€ 600	€ 3.000
4.1.3	Monitoring of directors and PD's work by MED team	Constantly	MED	Education Inspectorate	/	/	/	/	/	/	/
4.1.4	Constant exchange of experiences among directors and PDs for the implementation of the curriculum	Constantly	School directors	MED	/	/	/	/	/	/	/
<b>Subtotal 4.1</b>						€ 600	€ 600	€ 600	€ 600	€ 600	€ 3.000
<b>Measure 4.2: Training of teachers for the implementation of the new curriculum</b>											
Code	Activity	Implementation period	Responsibility	Institution/Supporting Organization	Cost description	BUDGET (EUR)					
						2019	2020	2021	2022	2023	Total
4.2.2	Drafting the plan for the training of teachers for the new curriculum	February – March 2019	MED and school directors	MEST	/	/	/	/	/	/	/
4.2.3	Selection of trainers in cooperation with the MEST	March 2019	MED	MEST	/	/	/	/	/	/	/

4.2.4	Organization of trainings	As per the MEST calendar	MED and school directors	MEST	The MED allocates Eur 2000 each year for the training of teachers for the new curriculum	€ 2.000	€ 2.000	€ 2.000	€ 2.000	€ 2.000	€ 10.000
4.2.5	Monitoring trainings	As per the training plan	MED	MEST	/	/	/	/	/	/	/
<b>Subtotal 4.2</b>						€ 2.000	€ 2.000	€ 2.000	€ 2.000	€ 2.000	€ 10.000

#### Measure 4.3: Equipping schools with ICT tools and internet access

Code	Activity	Implementation period	Responsibility	Institution/Supporting Organization	Cost description	BUDGET (EUR)					
						2019	2020	2021	2022	2023	Total
4.3.1	Analysis of school needs for ICT tools and internet access	January - February 2019	The MED and the schools	/	/	/	/	/	/	/	/
4.3.2	Budget provision for ICT tools, addition learning materials for the new curriculum and internet access	January- May 2019	Municipal Assembly Dragash MED	/	/	/	/	/	/	/	/
4.3.3	Installing the internet network and providing access for the schools	June- August 2019	MED	Donators and own sources	10 schools x Eur 2000	€4.000	€4.000	€4.000	€4.000	€4.000	€20.000
4.3.4	Purchase of computers and laptops for the schools	Starting from March 2019	MED	MEST Donators	At least 10 computers and 2 laptops for one school	€10.000	€10.000	€12.500	€12.500	€12.600	€57.600

					x Eur 400 = Eur 4800; 12 schools x Eur 4800= €57,600						
4.3.5	Purchase of projectors and Smart TVs for the schools	Starting from March 2019	MED	MEST Donators	At least 2 projectors and 2 Smart TVs for one school x Eur 500 = Eur 2000; 12 schools x Eur 2000= €24,000	€8.000	€8.000	€8.000	€8.000	€8.000	€24.000
4.3.6	Maintenance of technology equipment and internet network	Constantly	Schools and the MED		The MED allocates Eur 1000 for equipment and internet in schools	€ 1.000	€ 1.000	€ 1.000	€ 1.000	€ 1.000	€5,000
4.3.7	Monitoring the use of technology equipment	Constantly	Schools and the MED	/	/	/	/	/	/	/	/
<b>Subtotal 4.3</b>						€ 23,000	€ 23,000	€ 25,500	€ 25,500	€ 25,600	€ 122,600
<b>Masa4.4: Providing a special teaching aid package for each school for the implementation of the KCF</b>											
Code	Activity	Implementation period	Responsibility	Institution/Supporting Organization	Cost description	BUDGET (EUR)					
						2019	2020	2021	2022	2023	Total

4.4.1	Setting up the working group/professional team	April 2019	MED		/	/	/	/	/	/	/
4.4.2	Identifying the needs of schools for teaching aid	April- May 2019	School directors	MED	/	/	/	/	/	/	/
4.4.3	Examination of requests presented to the MED	June 2019	Working Group	MED	/	/	/	/	/	/	/
4.4.4	Purchase of teaching aid based on priorities defined	Prior to each school year beginning	MED and the schools	Donators	The MED provides the schools with the teaching aid, in the amount of at least 10 thousand euro per year	€10.000	€10.000	€10.000	€15.000	€15.000	€60.000
4.4.5	Monitoring the usage of teaching aid by teachers in the schools within the municipality	Constantly	School directors	MED	/	/	/	/	/	/	/
<b>Subtotal 4.4</b>						€10.000	€10.000	€10.000	€15.000	€15.000	€60.000
<b>Measure 4.5: Training of teachers on the use of technology in teaching</b>											
Code	Activity	Implementation period	Responsibility	Institution/Supporting Organization	Cost description	BUDGET (EUR)					
						2019	2020	2021	2022	2023	Total
4.5.1	Drafting the plan for teachers' training on the usage of technology	June 2019	School directors and ICT teachers	MED	/	/	/	/	/	/	/
4.5.2	Organizing trainings on the usage of technology and offering the necessary technical support	August - September 2019	School directors	MEST	1 group of 25 participants	€ 600	/	€ 600	/	€ 600	€ 1.800

			and ICT teachers		X 3 days X €8 = €600						
4.5.3	Monitoring of training activities by school team and MED	Constantly	MED	MEST	/	/	/	/	/	/	/
<b>Subtotal 4.5</b>						€ 600		€ 600		€ 600	€ 1.800
<b>Total Objective 4:</b>						€ 36.200	€ 35.600	€ 38.700	€ 43.100	€ 43.800	€ 197.400

## 5. Vocational Education and Training

<b>Strategic objective 5: Improve the quality of curriculum implementation based on its principles</b>											
<b>Measure 5.1: Analysis of the needs of VET to align them with the labour market requirements and promotion of students' enrolment to VET profiles</b>											
Code	Activity	Implementation period	Responsibility	Institution/Supporting Organization	Cost description	BUDGET (EUR)					
						2019	2020	2021	2022	2023	Total
5.1.1	Establishing a team to perform VET needs analysis	September 2019	MED		/	/	/	/	/	/	/
5.1.2	Analysis	September – December 2019	The team	MED	/	/	/	/	/	/	/
5.1.3	Discussing the results with the representatives of businesses and stakeholders	January 2020	The MED and the team	Municipal Assembly	/	/	/	/	/	/	/
5.1.4	Drafting a platform to interrelate the VET with the labour market	January - February 2020	The MED and the team	MEST	/	/	/	/	/	/	/

5.1.5	VET profiles' review and accreditation	March- April 2020	The team and the MED	MEST	/	/	/	/	/	/	/
5.1.6	Preparing the adequate staff for the profiles revised	June- August 2020	The MED and the school	MEST	/	/	/	/	/	/	/
5.1.7	Organizing "Open doors" days	In April – May each year	School directors and professional departments	MED	The MED allocates Eur 200 each year for this organization	€ 200	€ 200	€ 200	€ 200	€ 200	€ 1.000
5.1.8	Development and distribution of information materials, such as brochures and leaflets	In April – May each year	School directors and professional departments	MED	The MED allocates Eur 200 each year for information materials	€ 200	€ 200	€ 200	€ 200	€ 200	€ 1.000
<b>Subtotal 5.1</b>						€ 400	€ 400	€ 400	€ 400	€ 400	€ 2.000
<b>Measure 5.2: Organizing counselling and career guidance activities within schools</b>											
Code	Activity	Implementation period	Responsibility	Institution/Supporting Organization	Cost description	BUDGET (EUR)					
						2019	2020	2021	2022	2023	Total
5.2.1	Training teachers for career guidance and counselling	March- June 2019	MED	MEST	25 participants x 3 days per year x € 8 per day per one	€600	/	/	€600	/	€1.200

					participant = €600						
5.2.2	Organizing events with the focus on career guidance and counselling (fairs, lectures, specific workshops, visiting institutions, businesses, companies)	March- June 2019	MED	MEST	The MED allocates Eur 200 each year for information materials	€200	€200	€200	€200	€200	€800
<b>Subtotal 5.2</b>						€800	€200	€200	€800	€200	€2.200
<b>Measure 5.3: Adaptation of cabinets for professional practice and equipping them with adequate tools</b>											
Code	Activity	Implementation period	Responsibility	Institution/Supporting Organization	Cost description	BUDGET (EUR)					
						2019	2020	2021	2022	2023	Total
5.3.1	Assessment of the situation for professional practice and application	January- March 2019	School	Businesses	/	/	/	/	/	/	/
5.3.2	The plan for the adaptation of workspaces and provision of equipment	May-June 2019	School and the MED	Businesses	/	/	/	/	/	/	/
5.3.3	Adaptation and provision of equipment for respective profiles	June- August 2019	MED Municipal Assembly	Businesses	The MED supported by businesses allocates €1,000 each year for different equipment	€1.000	€1.000	€1.000	€1.000	€1.000	€5,000

					needed in professional profile cabinets							
<b>Subtotal 5.3</b>						€1.000	€1.000	€1.000	€1.000	€1.000	€5,000	
<b>Measure 5.4: Cooperation of schools with businesses for professional practice purposes</b>												
Code	Activity	Implementation period	Responsibility	Institution/Supporting Organization	Cost description	BUDGET (EUR)						
						2019	2020	2021	2022	2023	Total	
5.5.1	Establishing the team for situation analysis	March 2019	MED	Municipal Assembly	/	/	/	/	/	/	/	/
5.5.2	Analysis of the present situation	March – May 2019	The team	MED	/	/	/	/	/	/	/	/
5.5.3	Establishing cooperation between school and businesses and signing MoUs	August 2019 onwards	MED and the schools	Businesses	/	/	/	/	/	/	/	/
5.5.4	Cooperation with the Agency for the VET and the National Qualification Authority	August 2019 onwards	MED	The MEST and respective Agencies	/	/	/	/	/	/	/	/
<b>Subtotal 5.4</b>						/	/	/	/	/	/	/
<b>Measure 5.5: Training VET teachers in respective areas</b>												
Code	Activity	Implementation period	Responsibility	Institution/Supporting Organization	Cost description	BUDGET (EUR)						
						2019	2020	2021	2022	2023	Total	
5.5.1	Identification of VET staff needs	March 2019	School	The MEST-respective Agencies	/	/	/	/	/	/	/	/

5.5.2	Planning VET staff trainings	April 2019	The school and the MED	The MEST - respective Agencies	/	/	/	/	/	/	/
5.5.3	Organizing VET staff trainings	June- August 2019	The school and the MED	The MEST - respective Agencies	25 participants x 3 days per year x €8 per day per one participant = €600	€600	€600	€600	€600	€600	€3.000
5.5.4	Monitoring trainings and the work in classrooms and workplaces	Constantly	The school and the MED	The MEST - the Agencies	/	/	/	/	/	/	/
<b>Subtotal 5.5</b>						€600	€600	€600	€600	€600	€3.000
<b>Measure 5.6: Organizing informal education (for adults)</b>											
Code	Activity	Implementation period	Responsibility	Institution/Supporting Organization	Cost description	BUDGET (EUR)					
						2019	2020	2021	2022	2023	Total
5.6.1	Establishing a team to identify needs for informal education	March 2019	MED		/	/	/	/	/	/	/
5.6.2	Performing needs analysis	March- April 2019	MED	MEST	/	/	/	/	/	/	/
5.6.3	Development of a plan for the provision of informal education based on community needs	May 2019	MED	MEST	/	/	/	/	/	/	/
5.6.4	Provision of the licence for the school to offer informal education	June 2019	MED	MEST	/	/	/	/	/	/	/

5.6.5	Drafting a regulation to regulate informal education management within the school	June 2019	The team and the MED	MEST	/	/	/	/	/	/	/
5.6.6	Approval in the Municipal Assembly of the regulation regulating informal education management within the school	June- July 2019	MED		/	/	/	/	/	/	/
5.6.7	Creating a special database for adult education.	June- August 2019	School offering adult education		/	/	/	/	/	/	/
<b>Subtotal 5.6</b>					/	/	/	/	/	/	/
<b>Total Objective 5:</b>					€ 2.80 0	€ 2.20 0	€ 2.20 0	€ 2.80 0	€ 2.20 0	€ 2.20 0	€ 12.200

## Appendix 2: Performance Evaluation Framework

The Municipal Education Department is responsible for the implementation of Education Development Plan, coordination of tasks with the municipal education institutions and other units at municipal level. Meanwhile, the Municipal Assembly is responsible to supervise the implementation through the Education Committee, which at least once a year reviews the MED reports regarding the implementation of the Development Plan, the progress achieved and assesses the need to review the plan and continue with the implementation.

Performance Evaluation Framework defines the indicators that will be used to assess the progress in EDP implementation. Performance indicators for each strategic objective are presented below.

<b>Objective 1: Quality and efficient management of education at municipal and school level, based on integration, transparency and accountability</b>				
<b>Indicator</b>	<b>Current situation (2018)</b>	<b>Target 2020</b>	<b>Target 2023</b>	<b>Verification tools</b>
1.1. Number of MED education workers	6	7	9	Vacancies Interview reports Decisions
1.2. Number of education workers trained for educational leadership	20	40	60	List of participation Training certificates
1.3. Percentage of members trained for SGB	-	100%		List of participation Training certificates
1.4. Percentage of heads of professional department trained	-	100%		List of participation Training certificates
1.5. Percentage of Gorani community students integrated in Dragash education system	-	10	14	Statistical reports
1.6. Percentage of children with special needs integrated in education	-			Statistical reports
<b>Objective 2: Building mechanisms to ensure quality and continuing professional development for quality teaching</b>				
<b>Indicator</b>	<b>Current situation (2018)</b>	<b>Target 2020</b>	<b>Target 2023</b>	<b>Verification tools</b>
2.1. Number of quality coordinators accommodated	2	In all schools		List of QCs Contracts/QC decisions
2.2. Number of schools that performed the internal evaluation	2	In all schools		Self- evaluation reports
2.3. Number of schools included in the external evaluation	-	Over 50%	Around 100%	DEI reports

<b>2.4. Number of schools that drafted SDPs based on the new plan format</b>	-	In all schools		Development plan reports
<b>2.5. Percentage of schools that have teacher professional development plan</b>	20%	100%		Professional development plans
<b>2.6. Percentage of teachers participating in professional development programs</b>	n/a	Over 90 %	100%	
<b>2.6. Number of teachers involved in trainings, meeting the criteria to have their licence reviewed (100 hours)</b>	n/a	Over 80%	100%	List of teachers with the number of training hours
<b>2.7. Number of teachers involved in trainings, meeting the criteria for advancement in the licence system (300 hours)</b>	n/a	Over 5%	Over 10%	List of teachers with the number of training hours



